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ABSTRACT

This handbook provides basic information about forming and operating an industry-education partnership council (IEPC). Purpose of the handbook is to enable interested communities to replicate the model IEPC and develop strong local industry-education alliances. Part I is an introduction to industry-education partnerships. Part II focuses on planning for action. Topics include establishing the need for an IEPC, getting started, preliminary steps, setting objectives, career education as a strategy, funding strategies, and program planning. Part III on organizing for action discusses the board of directors, executive director, operation of an IEC office, committee structure, and committee responsibilities. Part IV presents eight model projects. Each description includes goal, aim, strategy, action plan, funding, suggested partnership activities, and evaluation. Appendixes, amounting to over two-thirds of the handbook include sample materials, correspondence, surveys, forms, evaluation forms, questionnaires, and a variety of materials useful in forming and operating an IEPC. (YLB)

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INDUSTRY - EDUCATION PARTNERSHIP COUNCILS

A comprehensive handbook for local action to improve industry-education cooperation

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LINKING LEARNING WITH EARNING

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FOREWARD

This Handbook gives basic information about forming and operating an Industry-Education Partnership Council. Such a Council can provide an effective mechanism for promoting long-term industry-education cooperation in any community.

Current and anticipated economic, technological, and societal demands are having a tremendous impact on our nation's competitive environment and its need for a "qualified" labour market. Historically, there has been a significant mismatch between the local business community's demand for "qualified" employees and the education system's supply of graduates. In order to help ensure a qualified labour force and, in turn, our nation's place in the competitive world market, it is essential that business/industry, labour, government and education work more closely together in every community.

It is hoped that this resource manual will enable interested communities to replicate the "model" Council described herein and develop strong local industry-education alliances.

With the committed support and involvement of schools, businesses labour and government, Partnership Councils can contribute greatly to the improvement of the total education system and economic health of our communities.

Chris Ward
Minister of Education

This **Handbook** was developed as an action-oriented guide for use by any individual or community organization wanting to form an ***Industry-Education Partnership Council.**

The development of the material was based on the experiences of the Industry-Education Council (Hamilton-Wentworth) during its first seven years of operation. The IEC (Hamilton-Wentworth) is a non-profit corporation with officers and directors representing education, government, business and industry, organized labour and community organizations.

The **aim** is to provide a formal structure through which industry can channel its resources to help school systems and post secondary institutions refocus their academic and vocational programs so that they are more responsive to both student and employer needs.

The **Handbook** is dedicated to the thousands of volunteers in the industry-education cooperation movement who had the foresight and dedication to form I-E Partnership Councils in many North American communities.

It is important that recognition be given to expert advice offered by some of these "founding fathers". They have provided a list of preliminary factors (which are included in Appendix A) that **should be considered carefully prior to the formation of an I-E Partnership Council.**

Recognition should also be given to the many professionals who have worked so hard at developing a communications network to share information on programs, resources and funding sources, but particularly to Dr. Donald Clark, President of the National Association for Industry-Education Cooperation (NAIEC). Dr. Clark, who has been actively involved with I-E Partnership Councils since 1970 and Chief Executive Officer of the NAIEC since 1979, has demonstrated missionary zeal in his efforts to promote the formation of Industry-Education Partnership Councils in North America to further school improvement and economic development.

Bob Philip, Executive Director
Industry-Education Council
(Hamilton-Wentworth)

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*Note: **Industry-Education Partnership Council** is a generic term used to identify a non-profit community organization designed to serve as a formal structure to facilitate the transition of students from school to the world of work. Examples of Councils with similar mandates, but different names are listed in Appendix A.1.

I. AN INTRODUCTION TO INDUSTRY-EDUCATION PARTNERSHIPS

One result of the massive changes that our society has undergone over the past several decades has been the increasing isolation of educational institutions from the employment community. In most people's lives, **learning** and **earning** have been distinctively separate developments.

The need for greater **co-operation** and **collaboration** between **industry, business, labour, government and the professions** and **education** has been recognized and advocated in many quarters for a number of years. All too frequently though, joint efforts remain generally fragmented, unstructured and uncoordinated and are often undertaken on an ad hoc basis.

As the need for greater communication and integration of resources between education and industry has grown, the need for a formal structure to serve as a **public forum** for school improvement and to initiate jointly developed **career-oriented programs** has become imperative. Continuous communication between businesses and schools is necessary if mutual understanding is to be increased and if students are to receive adequate career preparation.

Students need a responsive academic and vocational program that provides realistic perceptions of the world of work, to facilitate their transition into that world. The ultimate success of schools depends upon their ability to provide these opportunities. The availability of such learning experiences can be increased by recognizing that industry and education are so interrelated that neither can exist in isolation from the other.

The employment community has skills and know-how which can be of value to educators as they make adjustments to the curriculum required by changing times and technology. The business community also has resources (personnel, facilities, equipment and materials) which can help students and teachers increase their understanding of the world of work. Utilization of these resources can help educators provide students with knowledge, skills, work habits, and understanding not normally possible in the classroom.

Channeling industry's volunteer resources through a regional formal structure, serving as a link between industry and education, is highly desirable and necessary. Experience in the United States, for over 20 years, indicates that sustained, collaborative efforts directed at school improvement and economic development can be provided through an **Industry-Education Partnership Council.**

The **National Association for Industry-Education Cooperation** has been the principal advocate of the formation of I-E Councils to facilitate the education-to-work process. The **NAIEC** provides the following objectives to guide industry and education leaders interested in organizing an I-E Council:

1. To broaden the base of corporate support for relevant schooling, and channel industry and school resources toward the solution of mutual problems.

2. To bring all the educational resources within a community together.

3. To serve as a system-wide umbrella for coordinating industry-education cooperative efforts.

4. To serve as a continuous forum for representatives of industry and education to discuss mutual interests and concerns.

5. To promote and encourage communication and cooperation between industry and schools and help improve the total educational program.

6. To mobilize the key resources of a community, develop plans for their efficient allocation, and provide a greater opportunity to achieve program objectives.

7. To offer industry an opportunity to help ensure that tomorrow's adults will be equal to their challenges and opportunities; that they will appreciate and understand their responsibilities as citizens; be competent in managing their own personal affairs and successful in their chosen careers.

8. To offer educators an opportunity to strengthen the instructional effort at all levels of education through an applied approach to concepts and principles which relate classroom teaching to the world of work and career fields, and to develop and maintain curricula relevant to current and anticipated employment opportunities.

The **NAIEC** Industry-Education Partnership Council model unifies and strengthens the work of existing advisory groups in education and provides a structure and process at the local level to bring the work place and the schools into better alignment. It also links education with public and private sector leaders in furthering an area's economic development.

An excellent 25-minute film, titled "**Career Education Advisory Councils**", was produced by the NAIEC to show Councils in action in various cities and states across the U.S. A similar film in video taped format is being produced in Ontario.

The ***NAIEC**, with headquarters in the United States, serves as an international clearinghouse for information on industry involvement in education. As the industry-education cooperation movement spreads across Canada, and more I-E Partnership Councils spring up, the need for a Canadian network group similar to the NAIEC will certainly develop. In addition to serving as a national clearinghouse, such an organization could also promote industry-education cooperation through liaison and collaboration with national trade, industry and professional associations, business and labour organizations and the federal government.

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*Note: For information on membership or the NAIEC film, one should write to the following address:
NAIEC
235 Hendricks Boulevard
Buffalo, New York 14226

ESTABLISHING THE NEED FOR A COUNCIL

At no other time in the history of public education, in North America, have strong and effective cooperative partnerships with the employment community been as vital as they are today.

Some of the concerns that could be emphasized when promoting the formation of an IEC are as follows:

1. The lack of career awareness and realistic job expectations among high school, college and university students.

2. The high drop out rates among students who lack sufficient job readiness training. (Some 40 percent of pupils who begin high school do not graduate.)

3. The present high level of youth unemployment, particularly among early school leavers.

4. Rapid change and technological progress in business and industry demand that educators and school curricula be kept current on what will be required of new employees.

5. Increased productivity calls for employees who are highly motivated, disciplined and skilled.

6. Recently published findings indicate a lack of post-secondary opportunities for the general level student.

The problems educational institutions are facing, which are now having a visible impact on all aspects of our society, cannot be solved by the schools in isolation from the rest of the community. Because education is everybody's business, we all must help to close the gap between schools and the workplace. An IEC will provide the schools with a broad based cost-effective mechanism to expand their program resources.

GETTING STARTED

Creating an effective formal mechanism for promoting partnerships in education is a long-term incremental process. But, in order to get a Council started, there has to be an individual in the community who is committed to the concept and who is able to articulate the idea to local leaders in education, business, labour and government. In addition to having powers of persuasion, the individual must be both persistent and patient.

This individual could come from either the employment or education sector but, in the initial stages of development of an IEC, one institution or organization must take the lead. In one community, a college high school liaison and career education department head was able to convince his president to write to local community leaders, requesting their endorsement to support the creation of an IEC (see Appendix B). In a second community, leadership came from the general manager of a local Chamber of Commerce. Yet in another community, it was a high school skills development consultant who was the catalyst. He convinced his director of education who, in turn, made contact with other community leaders (see Appendix B.1).

PRELIMINARY STEPS

At the outset, time must be spent in documenting and promoting the idea and setting it in motion within the education and employment sectors. After the idea has taken off, short meetings will be required with all the players to shape the idea, keep it on course and give it space to develop.

Prior to developing an action plan to implement the formation of a Council the following steps should be taken:

- Identify and document educational needs/concerns
- Identify past and present partnership efforts in the community
- Create a positive climate for forming a Council

  - ¶ Discuss concept with key educational staff
  - ¶ Identify creative/energetic industry leaders for a steering committee
  - ¶ Discuss needs with employer organizations like the Chamber of Commerce, Personnel Association, etc.
  - ¶ Identify complementary and/or competing activities to avoid duplication
  - ¶ Identify educational leaders to serve as key members of a steering committee
  - ¶ Work with media to develop public awareness
  - ¶ Visit functioning industry-education councils

A second burst of concentrated action on the part of the organizers will be required to turn the plan into a practical reality (see "An Action Plan For Implementing An IEC" in Appendix C).

SETTING OBJECTIVES

One of the first steps in the formation of any new organization is to agree on a mandate and establish objectives. The objectives of the various Councils are as diverse as the interests and concerns of the various organizations involved. The programs and activities of a Council could concentrate on achieving the following general objectives, which are by no means prescriptive or exhaustive:

- ¶ to stimulate and support school improvement and career education
- ¶ to focus community and school resources on career education needs
- ¶ to help students make better career decisions
- ¶ to coordinate career education within the Region
- ¶ to increase school/community understanding, cooperation and collaboration
- ¶ to strengthen vocational skills training
- ¶ to promote learning as a lifelong process

While initial attention to the development of goals and objectives may frustrate action-oriented members, it has been found that the process by which objectives have evolved develops a sense of ownership and contributes to the Council's early development.

CAREER EDUCATION AS A STRATEGY

Based on the above objectives, the Council's adoption of the concept of **Career Education** is one way of promoting educational change. When considering the concept, one must look beyond the formal education system.

CAREER EDUCATION is defined as a cooperative effort of school and community to help all students to:

- ¶ Develop an awareness of the vast numbers of occupations which exist.
- ¶ Identify their own interests and aptitudes in relation to specific occupational clusters.
- ¶ Make better educational and occupational decisions based on a broad background of knowledge.
- ¶ Move more easily from education to employment.

Career Education by its nature is dependent on linking the employment community and the school into a unified career preparation process. **CAREER EDUCATION** is directed towards preparing all students for the world of work--the world of careers. **CAREER EDUCATION** must, therefore, be dedicated to the creation of a new cooperative relationship with business/industry, government, labour, and all others who are now shaping and determining the nature of the "real world".

FUNDING STRATEGIES

To give a Council time to develop a solid foundation of career education programs and a reputation as a viable organization, a minimum of three years "seed" funding is required. An initial strategy might involve the preparation of a budget to accompany a submission to one or more federal and/or provincial/state government agencies. (See NPIEC THREE-YEAR BUDGET PROPOSAL in Appendix D.)

In addition, the regional educational institutions should be willing to allocate sufficient staff, budget and facilities to carry on the day-to-day operation of the Council, since its activities focus primarily on in-school youth. Industry will be asked to volunteer personnel, special expertise, unique services and sponsored materials as well as annual membership donations.

Commitments for "continued" funding and support should be requested from local government, business, labour and community organizations. An annual fundraising mailing to the private sector should be able to raise sufficient funds to cover a secretary's salary and office overhead (see suggested schedule of fees on Membership Application in Appendix D.1). It is essential that the Council be incorporated and registered as a charitable, non-profit organization so that it can issue valid receipts for income tax purposes.

Government funding for specific projects is sometimes dependent upon the success of local fundraising efforts. (See Proposed Budget for Partners-in-Education Project in Appendix D.2.)

PROGRAM PLANNING

In developing an action plan that will enable the Council to achieve its mandate and meet its objectives, strategies for program planning and implementation must be designed.

A good starting point is to assess the career education program needs of the school systems (see Appendix D.3), and their readiness to have those needs met through a joint effort with the local employment community. Key groups to assess are administrators, subject teachers and guidance counsellors. The primary purpose of this initial assessment is to identify and build support for community outreach and determine how extensive the program will be once it is set up. (One or two committed individuals in each school can help in planting and promoting the concepts of collaboration with other staff members.) Another reason for this needs assessment is that quite often one will discover that there are more career education activities being conducted by individual teachers than one might assume.

After looking internally at the needs of the school systems, and the readiness of the individuals in the systems to work with local employers, a survey of the employment community needs to be conducted (see Appendix D.4).

The IEC in Hamilton-Wentworth is primarily concerned with innovative programs that will assist in-school youth with their career development, which in turn leads to a strengthening of the ties between educational institutions and the employment community. This thrust includes developing projects that will also meet the career information needs of educators and the community at large.

Education and employment issues, concerns and interests are funneled into the Council from many sources. Input is provided through an on-going needs assessment and cooperation of community resource volunteers and educators.

Various program advisory committees are established to review suggestions and develop guidelines for pilot projects. Co-sponsors are sought where possible and budgets prepared so that each project is self-supporting.

The proposals are presented to the Executive Committee by the Executive Director and reviewed by a Career Education Projects Review Committee prior to final approval by the Board of Directors. Some of the model projects developed by the Council in the Hamilton-Wentworth Region will be described in detail in Chapter IV.

THE BOARD OF DIRECTORS

Rationale

Once agreement has been reached on the need for a Council and general objectives have been formulated, it is necessary to create an organizational structure and establish policies and procedures. If a Council is to have a significant impact on school programs, it must have a formal structure and process that can mobilize industry's volunteer resources in a consistent and systematic way. At this stage then, in the development of the Council, a legally constituted Board of Directors should be in place.

Representation

The most successful formula seems to be recruiting the highest level officials of the business, labour, government, education and professional community. In addition to chief school officials (directors of education and school superintendents) it is important to have support and representation from senior levels of all major sectors of the community. These volunteers will be asked to donate their time to working in a collaborative way as a policy-setting body responsible for creating an organizational structure and rules of procedure and governance that will enable the Council to fulfill its mandate.

Nominations/Elections

Before a Council can be incorporated, the services of a lawyer will be required to draft a set of bylaws (see Appendix E). The following policy regarding the election of a Board of Directors is taken from the Industry-Education Council (Hamilton-Wentworth) bylaws:

> The affairs of the Corporation shall be managed by a board of twenty-one (21) directors, each of whom at the time of his/her election or within ten (10) days thereafter and throughout his/her term of office shall be a member of the Corporation. Each director shall be elected to hold office until the first annual meeting after he/she shall have been duly elected and qualified. The whole board shall be retired if otherwise qualified. The election may be by a show of hands unless a ballot be demanded by any member. The members of the Corporation may, by resolution passed by at least two-thirds of the votes cast at a general meeting of which notice specifying the intention to pass such resolution has been given, remove any director before the expiration of his/her term of office, and may, by majority of the votes cast at that meeting, elect any person in his stead for the remainder of his term.

III. ORGANIZING FOR ACTION CONT'D.

Executive Committee

This standing Committee is made up of the Immediate Past President, President, Vice President, Secretary, Treasurer and Executive Director. Elected by the Board, members would normally be expected to serve for a minimum of two years. The Committee should be truly representative of industry and education and should capture leadership, administrative expertise and keenness of interest. Two of the many responsibilities of this Committee are to draft policies and procedures for Board approval and review the agenda prior to all Board meetings. During those periods when it is not possible for the full Board to meet, the Executive Committee has the responsibility to make the necessary decisions to ensure continuity and effective operation of the Council. These actions are subject to Board approval at a subsequent meeting. The Executive Committee can also serve as the Board's Nominating Committee.

THE EXECUTIVE DIRECTOR

Rationale

If an IEC is going to develop into a long-term productive industry-education alliance, it must employ the services of a full time staff administrator/coordinator. The Executive Director will be responsible for directing the day-to-day activities of the Council and will work closely with the Council's Board of Directors.

There are many advantages to having an Executive Director. One person becomes very knowledgeable about local school-industry cooperative needs and community resources. In addition to the many activities and responsibilities outlined in the job description in Appendix F.1, the Executive Director should continuously analyze and assess the career education needs of students and teachers in the local schools and determine the resources in the business-industry community that could be utilized for programs and activities to meet those needs. Industries' resources necessary to meet specific school needs can be more effectively recruited and efficiently utilized through the work of a full time Executive Director. The value obtained from the increased use of community resources, both in number of hours and types and quality of services, will far outweigh the costs of employing an Executive Director.

Secondment

The easiest and quickest way to establish continuous financial stability of a Council is to have one of the sponsoring institutions/organizations donate the services of the Executive Director.

III. ORGANIZING FOR ACTION CONT'D.

Secondment Cont'd.

Because most of the activities and services of the Council are focused on in-school youth, it makes sense that the salary of this position be a shared funding responsibility of the cooperating Boards of Education. This visible type of support will demonstrate their long-term commitment to industry-education cooperation, although a community may decide to finance this cost independently of the school system. Ideally, the Executive Director should be a professional educator who is familar with the local school systems and community, has work experience in the non-education sector, and who has a strong interest in improving and expanding industry-education partnerships.

In the case of the Hamilton-Wentworth Region, the IEC hired an Executive Director who was a high school business education teacher with 20 years of classroom and department administration experience. His salary is paid through a teaching position and is shared by the three Regional Boards.

OPERATION OF IEC OFFICES

Ideally, the IEC office should be located somewhere in the community other than in a school. The off-site location is thought to increase the independence and legitimacy (in the eye of the various publics) of the organization. This is even more important if more than one school board is involved in the partnership.

In Hamilton-Wentworth the costs of the IEC office, furniture and fixtures are shared equally by Mohawk College and McMaster University. The office is centrally located in a downtown education information centre. A full-time secretary's salary and office overhead are covered through donations from the private sector. A satellite office for a project coordinator is located in facilities donated by Chedoke-McMaster Hospitals Child and Family Centre.

THE COMMITTEE STRUCTURE

In addition to the Executive Committee, the Board of Directors is responsible for establishing working committees of the Board such as those organized by the Niagara Peninsula Industry-Education Council (see steps in Developing an Industry-Education Council Flowchart in Appendix F).

If the Board of Directors is more of an advisory than a working Board, the Committees could be comprised of community-minded volunteers who have expressed concern about educational issues in the past and seem willing to become involved (see Appendix F.1 for IEC (H-W) organization chart).

COMMITTEE RESPONSIBILITIES

The responsibilities of the Committees established by the Niagara Peninsula Industry-Education Council (NPIEC) referred to above, are as follows:

Program Development--This committee is responsible for selecting meaningful career oriented projects, assembling representative volunteers, providing program direction and assisting in implementing the approved projects.

III. ORGANIZING FOR ACTION CONT'D.

COMMITTEE RESPONSIBILITIES CONT'D.

Finance--The Finance Committee is responsible for overseeing the financial needs of the Council by developing realistic budget needs, seeking funding sources, obtaining commitments from various organizations and maintaining financial records for purposes of accountability.

Operations--The Operations Committee is responsible for ensuring the on-going functions of the Council through joint planning with the Executive Director and office staff to assist them to fulfill their mandate. This would include staff selection and evaluation and acquisition of facilities, equipment and supplies.

Policies and Strategies--This Committee is responsible for developing a policy and procedures manual to ensure the quality of the Council's programs and operations. It is also responsible for indentifying, recommending and advising specific strategies addressing the human resource development and employment needs of the community in relation to national, provincial and local priorities. It will respond to specific training and employment needs and will make every effort to expand programs to include an even greater number of students, teachers and resource volunteers.

Public Relations--The NPIEC established a Public Relations Committee to be responsible for developing and maintaining a program that will promote the concept of industry-education cooperation and increase the public profile of the Council and its activities.

INTRODUCTION

Industry-education cooperation involves industry cooperating and sharing facilities, equipment, materials and personnel with educational institutions.

The first step a new Council should take when trying to determine the types of programs to initiate, is to conduct a **needs assessment** in the area being served. Because of the limited resources of the Council, the process for undertaking joint efforts to address the career education needs of students should emphasize a **multiplier effect.** Industry's volunteer resources can be used most effectively and have the greatest impact on the total school program through programs and services provided for educators. Each educator comes in contact with hundreds of students each day.

The programs should also emphasize a **preventative** rather than a **remedial** approach to addressing the major transitional problems faced by youth entering the labour force (see Appendix G). Because it is much easier to deal effectively with the **internal problems** while students are still in school, the Council's projects and services should **focus on in-school youth.**

Some of the programs that have been designed to bring together representatives from business/industry, labour and government, to implement career education and other school-to-work projects in the Hamilton-Wentworth Region are summarized in the pages that follow.

The **eight model projects** that are presented, were implemented by one Council over a period of seven years. The list is by no means exhaustive and should be seen only as a useful guide. Any single project could be used as a starting point for launching a new Council or initiating a formal partnership activity.

It is worth noting that the vital resource of time and expertise provided by volunteer members of the employment community is offered free to schools. Secondly, it is the Industry-Education Council that will ultimately decide which projects to initiate. When determining which projects to implement, the Council will have to consider their cost effectiveness in relation to the Council's overall budget and objectives. The secret of success is to start small and build on success. Every major undertaking should be developed as a demonstration or model project so that it can be replicated by any interested community.

1. ADOPT-A-SCHOOL--"PARTNERS-IN-EDUCATION"

LINKING LEARNING WITH EARNING

GOAL

To link all **secondary** and as many **elementary** schools as possible with local businesses and community organizations.

AIM

To tap the talents and other resources of community partners to strengthen the academic and vocational curriculum and to expose students to the world of work.

STRATEGY

The plan was to implement a **pilot partnership** for one school year, between one school and one business, which could serve as a model for future partnerships. During the year, funding sources would be investigated to determine if funds were available to enable the Council to hire a full- or part-time project coordinator to expand the program. An evaluation report would be prepared for the Directors of Education. If the expanded program was to be continued beyond the one-year demonstration stage, the Boards of Education would be expected to share responsibility for the coordinator's salary.

ACTION PLAN

Suggestions for developing any model partnership project are given below. A flowchart that includes the steps that were taken during the development of this project, is included in Appendix H.

"PARTNERS IN EDUCATION" PROPOSED PROJECT DEVELOPMENT

1. DEVELOPING RESEARCH DATA: Compile information on successful partnership programs.

2. CREATING AWARENESS: Develop a promotional brochure and identify a willing corporate partner and interested school for a pilot project. (Geographically convenient pairings should be made where possible.)

3. IDENTIFYING NEEDS: Gather information from both partners to assist in the preparation of goals, objectives and proposed activities (see Appendix H.1 and H.2). Determine the reasons for participating and the benefits that can be derived. An on-going needs assessment is essential if a partnership is to be successful.

4. ESTABLISHING GOALS: Goals should be mutually decided upon by each partner (see Appendix H.3). This will normally involve a meeting between the senior corporate person and the school principal.

*1. Adopt-a-School--"Partners in Education" Cont'd.

"PARTNERS IN EDUCATION" PROPOSED PROJECT DEVELOPMENT Cont'd.

5. DEVELOPING OBJECTIVES: This is the stage where the practical framework for developing the program is determined. The coordinators for the community and school partners must be identified and responsibilities outlined (see Appendix H4). Activities will be selected and implementation dates proposed.

6. IDENTIFYING RESOURCES: A joint meeting of potential participants should be held to discuss the proposed plan and identify volunteers with specific talents and interests (see Appendix H5).

7. DEVELOPING THE DESIGN: The details of the planned activities can now be worked out along with administrative procedures and responsibilities.

8. DEVELOPING RECRUITING STRATEGY: The coordinators can determine who in their respective organizations should be involved in the planned activities.

9. PLANNING THE ORIENTATION: Community volunteers are introduced to school staff and administrative procedures. Company tours are scheduled for school staff.

10. DESIGNING A TRAINING PROGRAM: This program should be jointly designed by the coordinators in consultation with the volunteer participants. Concerns of both the non-educators and educators should be addressed.

11. DEVELOPING ASSIGNMENTS: The community partner's coordinator should be responsible for matching the right person to the right activity. Continuous monitoring and feedback can catch potential problems before they develop and can assure that the right match is made.

12. DEVELOPING COMMITMENT: To encourage enthusiastic participation on the part of employees, the program must be seen as having the blessing of senior management. It also helps if every effort is made to make the volunteers feel a sense of belonging to the school staff. An enthusiastic welcome by staff and students can help to establish a friendly day-to-day atmosphere.

13. DEVELOPING A RECOGNITION PLAN: Providing suitable formal recognition can help to assure the return of enthusiastic volunteers (see Appendix H.6). Satisfied and committed volunteers can be an excellent source of support when recruiting new prospects for future partnership activities.

14. DEVELOPING AN EVALUATION PLAN: If the investment of time, effort, materials, etc., is to be justified and continued, there must be some formal measure of success. An evaluation plan must be designed to determine whether the process was successful and desired results achieved.

*1. Adopt-a-School--"Partners in Education" Cont'd.

FUNDING

In addition to a successful grant request submitted to the federal government, a special funding letter was mailed to a selective group of national corporations and foundations (see Appendix H.7). A copy of the proposed budget that accompanied the grant proposal is provided in Appendix D.2.

SUGGESTED PARTNERSHIP ACTIVITIES

In the early stages of development of a partnership, the prospective partners will want to know what types of activities have been successful in other partnerships. The following is a list of activities that community partners could refer to in order to generate discussion. One or two initial, well planned and successful activities will lead to others.

- Establish a mentor program to match students on a one-to-one basis with community partner volunteers
- Offer student scholarships and awards for outstanding achievers in academics and athletics
- Share your organization's expertise through seminars, demonstrations, mock job interviews and career days at your adopted school
- Expose students to "State of the Art" equipment
- Establish an extra-curricular club to motivate students in math, computers or electronics
- Provide cooperative education, work experience placements or job shadowing opportunities for students
- Offer employee talks to motivate students to stay in school, with emphasis on the relationship between school subjects and job requirements
- Conduct classes at the community partner's site, addressing such topics as the importance of entrepreneurial skills and labour market trends
- Serve on an advisory or curriculum review committee
- Provide opportunities for apprentices to share their experience of the transition from school to work with students
- Sponsor teacher professional development, internship programs or staff exchange opportunities
- Allow community partners training departments to conduct seminars in time and stress management for school staff
- Allow community partner specialists to assist particular school departments in developing projects or courses of study

Any of the above activities could be adapted to suit a particular school's needs. The list is by no means exhaustive. Partners are encouraged to be unique and creative by developing their own innovative partnership activities!

In attempting to meet the needs of a community partner, a school can offer to provide facilities, expertise and services. Some examples are as follows:

- Spare classroom space for training programs
- Adult courses in specialty areas such as English as a second language, computers, woodworking, etc.
- Trained students could lend their technical, graphic, word processing and bilingual skills

*1. Adopt-a-School--"Partners in Education" Cont'd.

EVALUATION

This project was evaluated on three levels: process; outcome; and portability. For example, the evaluation was designed to address the impact of these programs on various groups including teachers, students, participating organizations, the media, the general public and the sponsoring Boards of Education (see Appendix H.8).

The overall goal of the evaluation process was to generate concrete data, as well as a qualitative description of the process so that the success of the project could be measured and replicated.

An independent evaluator was hired in a consulting capacity to collect and analyze data, prepare an initial and a final report for the sponsors and funding agencies and prepare a report for use by interested organizations in other communities.

Workplan For Evaluation Component

1. The Evaluator will meet with the Project Coordinator and Executive Director to review the pilot project, evaluation criteria and process.

2. The Evaluator will conduct interviews with representatives from significant publics.

3. Questionnaires and other data collection and measurement tools will be designed (see Appendix H.9).

4. The Evaluator will compile baseline statistical information related to the project's objectives.

5. The Evaluator will hold on-going meetings with the Project, School and Employer Coordinators, both individually and in group sessions, to monitor the progress of each partnership and record process data.

6. Outcome data will be collected.

7. Baseline and outcome data will be compared and an initial report prepared.

8. The final project report will be prepared.

9. The implications for further research and relevant proposals will be determined.

All of the above information on this project will be presented in more detail in a comprehensive "how to" resource manual to be published in early 1989.

2. CAREER AWARENESS SEMINARS FOR STUDENTS

LINKING LEARNING WITH EARNING

GOAL

To provide an opportunity for **grades eight and ten** student representatives for all senior elementary and high schools in the Region to explore **non-traditional occupations** through interaction with female **role models.**

AIM

To motivate female students to expand their career aspirations.

STRATEGY

For the purpose of seminar programming and student registrations, non-traditional occupations for women were grouped in to ten **career clusters** of related careers based on the **Canadian Classification and Dictionary of Occupations.**

Responsibility for the planning and implementation of the seminars is shared by an advisory committee and the IEC Executive Director and/or Project Coordinator.

One of the main sources used to recruit women in non-traditional occupations is the IEC's **Career Resource Directory.**

ACTION PLAN

The steps that were taken in the planning and implementation of the project over a period of seven months are listed below:

Month 1

Exploratory Meeting Organized
Advisory Committee Established
Objectives Defined
Co-sponsor(s) Arranged
Internal/External Publicity Strategies Determined
Funding Requests Made

Month 2

Seminar Site/Date Confirmed
Student Numbers Determined
Seminar Theme Selected
Time Schedule/Format Developed
Career Clusters Established
Occupations Selected
School Principals Contacted

Month 3

Resource Participants Identified
Resource Participants Contacted
Role Model Response Forms Collected

Month 4

Funding Sources Confirmed
Luncheon Budget/Menu Decided

Month 5

Career Cluster Listing and Student Registration Forms Mailed
Resource Participants Confirmed by Mail or Telephone
Program Schedule Finalized
Film Selected and Ordered
Registration Procedures Determined

Month 6

Student Registration Forms Returned
Seminar Rooms Assigned
Instructions and Student Forms Mailed to Teachers
Media Release Mailed

Month 7

Seminar Program Held
Thank You Letters/Evaluation Questionnaire Mailed
Evaluation Meeting

*2. Career Awareness Seminars For Students Cont'd.

DUTIES OF PROJECT COORDINATOR

The Project Coordinator has the most active role in planning the day's activities. With the cooperation of the Advisory Committee and reporting to the Executive Director, he/she has the following responsibilities and duties:

¶Recruits Resource Volunteers.
¶Arranges seminar room locations.
¶Orders refreshments and lunch.
¶Books the film and necessary equipment.
¶Orders necessary pamphlets and printed materials.
¶Registers the Resource Participants.
¶Arranges students into clusters of their choice and then sends information to the schools.
¶Prepares publicity and news releases as required.

On the day of the event, the Project Coordinator should attend to the following details with the help of available Advisory Committee members or other volunteers:

¶Place signs around the building directing participants and students to orientation session, seminar rooms, washrooms and refreshment areas.
¶Set up a registration table for resource participants and students to check-in upon arrival.
¶Provide Resource Participants with a schedule, name tags, list of room numbers and locations.
¶Arrange for Advisory Committee members or other volunteers to act as facilitators for each session.

EVALUATION

By having the resource participants complete an evaluation questionnaire (see Appendix I), the Advisory Committee is able to thoroughly assess the day's activities. Recommendations for the following year's program can be made, based upon the responses and comments on the questionnaires. The Project Coordinator compiles the results in a statistical manner, yet noting key comments (positive and negative) for review by the Advisory Committee. As well, the participants' satisfaction/dissatisfaction with the seminars enables them to indicate whether they wish to be involved again the following year.

3. CAREER DAYS

LINKING LEARNING WITH EARNING

GOAL

To provide an opportunity for up to 1200 Grade 11 students to strengthen their understanding of a wide range of occupations through direct contact with over 100 resource people who are working in a variety of career areas.

AIM

To assist young people to expand their occupational awareness and increase their level of aspiration and goal direction.

STRATEGIES

¶ To provide assistance to the Hamilton and District Chamber of Commerce by way of coordination, liaison and continuity. The Chamber would retain ownership of the activity and would be responsible for fund raising (see Proposed Statement of Expenditures in Appendix J) and providing the resource people (see Business Sub-Committee Responsibilities in Appendix J1).

¶ To coordinate all activities involving the three Regional Boards of Education and Mohawk College through a sub-committee of the Chamber's Education and Student Services Committee (see Education Sub-Committee Responsibilities in Appendix J2).

¶ By arranging for the event to be held at Mohawk College, the high school liaison staff would be involved in organizing and implementing the project and the students would be exposed to a post secondary environment (see Mohawk College Confirmation in Appendix J3).

¶ For the purposes of programming and student registration, occupations would be grouped under 14 career clusters (see Career Paths For Tomorrow's World in Appendix J4).

ACTION PLAN

The tasks involved in organizing and implementing a Career Day over a period of seven months are listed below (some tasks span several months):

Month 1

Steering Committee Meeting
Define Program Objectives
Location/Date Determined
Budget Established
Sub Committee Formed
Initial Planning Meetings

Month 2

Theme Determined
Program/Format Established
Information Memo to Schools
Prepare/Print Materials

*3. Career Days Cont'd.

ACTION

Month 3

Fund Raising Campaign
Recruit Resource People

Month 4

Distribute to Schools:
  a. Cluster Information Forms
  b. Student Registration Forms
  c. Programs
Student Registration Forms Returned

Month 5

Assign Clusters/Rooms
Assign Cluster Coordinators
Distribute Handouts To Schools:
  a. Maps
  b. Tickets (Completed Registration Forms)
  c. Question Sheets
Mail Presenter Materials
Orientation/Reception
Reconfirm Resource People
Prepare Signage
Prepare/Distribute Media Release
Arrange Hospitality/Media Room
Arrange Seminar Rooms
Arrange For Photo Coverage
Hold Career Day
Student Evaluation Cards Distributed
Invoice Sponsors

Month 6

Distribute Evaluation Questionnaires
Send Thank You Letters
Summarize Evaluation Questionnaires/Cards
Prepare Financial Report
Hold Evaluation Meeting

Month 7

Report to Board of Directors

EVALUATION

In addition to having the participating resource people and guidance counsellors complete a questionnaire (see Appendix J5), the students are also asked to complete an evaluation (see Appendix J6).

4. CAREER RESOURCE DIRECTORY/CENTRE

LINKING LEARNING WITH EARNING

GOAL

To provide a centralized community-based career information service for engaging community resources more actively in career education programs.

AIM

To bring together the extensive resources of the area's educational, business and labour communities in a concerted effort to influence the career planning of young people and to foster community awareness of the career needs of youth.

STRATEGY

The plan was to obtain government funding that would enable the Council to hire several unemployed young people for one year to survey the employment community and develop a directory. While the directory project was being completed, the feasibility of organizing and operating a Career Resource Centre to offer a centralized career information service would be investigated.

ACTION PLAN

Some of the steps and procedures that were taken in developing the system for all educational personnel to access community resources are given below:

1. Seek out funding sources, prepare and submit grant applications.
2. Establish an advisory committee with strong representation from the employment community.
3. Prepare a project fact sheet (see Appendix K).
4. Develop job descriptions for project workers (see Appendix K1).
5. Interview and hire project workers.
6. Conduct orientation seminars/meetings for project workers.
7. Develop survey instruments and covering letters for schools/employers (see Appendix K2 and K3).
8. Develop employers' mailing list.
9. Solicit mailing assistance from community organizations like the Chamber of Commerce, Personnel Association, etc.
10. Include Council information brochure with mailing.
11. Make follow-up phone calls to questionnaire recipients.
12. Make appointments and visit willing contacts.
13. Secure a commitment to participate (the contact person for any organization should have the authority to involve other individuals).
14. Compile directory in the form of a card file system organized by employer name and cross referenced by industry (see Appendix K4).
15. Compile a resource manual for school counsellors with instructions on how to access the Career Resource Directory (see Appendix K5).
16. Hold information meetings for school counsellors.
17. Utilize the directory and record use on individual file cards.
18. Evaluate each activity.

4. Career Resource Directory/Centre Cont'd.

INCENTIVES TO PARTICIPATE

For Employers:

¶They have an opportunity to share information about their organization, the relationship of their business to the local economy and the labour needs and demands of the workplace.
¶Schools will be able to utilize the community's volunteer resources in an organized and systematic manner. The number of requests made of any employer can be controlled so as not to over-burden certain ones.
¶It is much easier to deal with one contact person rather than many individuals.
¶They have an opportunity to influence tomorrow's workforce. The skills that students develop and their attitudes toward work will help to determine the performance of business and the course of our society in the 21st century.

For Counsellors and Teachers:

¶The Career Resource Directory offers their students opportunities that are not otherwise available because of time constraints and limited school personnel and expertise.
¶They can make contact with a network of reliable volunteers who will be a source of information and experience for enriching the curriculum.
¶The Career Resource Centre staff can help teachers clarify their needs and find employers who are able to respond quickly to their requests.

For Students:

¶They have the opportunity to explore careers in which they are interested by talking directly with employers in those career areas.
¶They can be linked quickly and efficiently with interested volunteers with specialized expertise.
¶They can learn about a career decision-making process which will assist them in formulating their career goals, conducting a job search and enhancing their employability.

RESULTS

Project staff recruited community resource volunteers to meet with students on the job or in the classroom to discuss a wide variety of occupations, to offer tours of their workplace and provide work experiences for students and teachers. Over 300 area employers, representing thousands of occupations, have volunteered to contribute human resources to the project.

Thousands of school-aged youths are now getting more accurate, realistic information about career opportunities and requirements through face-to-face contact with community resources.

5. CAREER SYMPOSIUM

GOAL

To promote industry-education partnership activities among large numbers of representatives of government, business, labour, and education by providing an **annual public forum** for the exchange of opinions and ideas.

AIM

To increase the public's awareness that **education** is a **shared responsibility** and a **lifelong process** and that schools are the primary public institution for the development of **human resources** and key players in promoting **economic development.**

STRATEGY

In 1982, the IEC joined together with the Ontario Cooperative Education Association to plan the first Career Symposium (see Fact Sheet in Appendix L). The plan from the outset was to develop a model partnership project that would:

- be replicated in other Ontario communities
- give ownership of the project to as many organizations as possible through co-sponsorship and representation on the Advisory Committee
- raise the public profile and credibility of the IEC by obtaining the endorsement of well established community organizations
- attract a large and diverse registration by selecting a timely theme, engaging a well-known keynote speaker and offering a variety of excellent topics and presenters

ACTION PLAN

Some steps that were taken in developing the project are listed below:

1. Co-chairmen assigned by co-sponsors
2. Co-chairmen establish Steering Committee
3. Steering Committee terms of reference established
4. Date/location determined
5. Community organization endorsements sought
6. Advisory Committee structure and duties determined
7. Advisory Committee chairmen selected
8. Network representatives nominated for Advisory Committee
9. Financial procedures established
10. Conference theme/sub themes selected
11. Letterhead designed/approved/printed
12. Keynote/Seminar speakers selected
13. Co-ordinators assigned to each seminar
14. Acknowledgement letters sent to speakers
15. Budget finalized
16. Community-Based Learning Award established
17. Award nomination form designed/printed

5. Career Symposium Cont'd.

ACTION PLAN cont'd.

18. Invitation/Agenda sent to Advisory Committee
19. Letter of support sent to supervisors of Advisory Committee members
20. Corporate sponsorship for community awards solicited
21. Artist commissioned to prepare sketch for awards
22. Arrangments made to have original sketch reproduced
23. Arrangements made to have prints matted, inscribed and framed
24. Nominations for awards promoted
25. Nominees selected by Steering Committee
26. Nominees invited to attend awards banquet
27. Special guests invited to banquet

COMMITTEE STRUCTURE/RESPONSIBILITIES

The Advisory Committee was made up of five sub-committees. The responsibilities of each committee are listed below:

Steering Committee

1. Reconfirm date/location
2. Draft a budget
3. Determine theme
4. Designate committee chairmen
5. Organize sub committees
6. Design letterhead and arrange for preparation
7. Develop objectives/rationale for background paper and program
8. Determine format
9. Propose speakers/topics
10. Design promotional pamphlet
11. Develop mailing list
12. Develop/distribute community-based learning nomination form
13. Process all payments
14. Maintain recognized cash control procedures
15. Coordinate activities of sub committees
16. Develop guest list and send invitations
17. Determine recognition award recipients
18. Determine guaranteed numbers for meals
19. Conduct post-symposium evaluation
20. Prepare financial report
21. Send thank you letters

Program Committee

1. Decide on speakers/topics
2. Prepare proposed topic descriptions
3. Contact speakers/request biographical sketches and printed copies of speeches
4. Assign speakers to rooms
5. Determine speaker needs (microphones, projectors, etc.)
6. Arrange for student entertainment at dinner
7. Decide on speaker gifts and determine costs
8. Designate seminar moderators and recorders
9. Determine head table and reserved table line ups
10. Determine head table assignments
11. Prepare, administer and analyze evaluation questionnaires
12. Prepare and mail thank you letters to speakers

5. Career Symposium Cont'd.

COMMITTEE STRUCTURE/RESPONSIBILITIES Cont'd.

Logistics

1. Confirm Convention Centre reservation
2. Communicate room availability to Program Committee
3. Obtain and display co-sponsors' and symposium banners
4. Attend to speaker needs (podiums, microphones, projectors, tripods, etc.)
5. Prepare and post signage
6. Arrange for such items as pads and pencils, reserved signs, tent cards, flowers, ice water, vinyl carrying cases, etc.
7. Arrange hospitality/media facilities
8. Make all meal and nutrition break arrangements
9. Purchase and wrap speaker gifts
10. Marshall head table and reserved table participants
11. Arrange for students to collect questions and deliver to seminar moderator
12. Collect dinner tickets and table attendance sheets

Publicity

1. Prepare a printed program for early distribution
2. Develop and implement media strategies
3. Prepare and distribute a media release
4. Communicate with last year's registrants
5. Develop and implement strategies for promoting registrations among all major sectors of the community
6. Arrange for photographer and selection of prints
7. Prepare printed program for day of event
8. Host media representatives
9. Attend to post-symposium mailing, eg., copies of speeches

Registration

1. Prepare registration form
2. Compile mailing lists
3. Coordinate all mailings
4. Promote registrations
5. Process registrations
6. Maintain a numbered registration list
7. Issue numbered receipts
8. Make deposits and payments following procedures for good cash control
9. Prepare name tags
10. Prepare list of participants
11. Prepare and print dinner tickets
12. Prepare table attendance sheets
13. Prepare financial report
14. Prepare summary of registrations by sector

FUNDING RESULTS

The IFC and OCEA agreed to equally fund the event, which has been a financial success each year. A sample financial report for a recent Symposium is included in Appendix L1.

6. COMMUNITY RESOURCES/CAREER AWARENESS WORKSHOPS

LINKING LEARNING WITH EARNING

GOAL

To provide to a significant number of elementary, high school, college and university educators, information and in-service training related to job entry skills, employer expectations and community resource utilization.

AIM

By demonstrating how to access and utilize community resources, educators would be motivated to infuse career education concepts into the curriculum to meet current and emerging needs in the work place. By tapping the community's volunteer resources effectively, the schools could achieve a multiplier effect among students.

STRATEGY

To schedule three-hour workshops every third week, during the school year, for approximately 25 educators. Registrations are solicited during the late spring and early fall through school and college administration. Presenters are contacted during the summer months and a workshop schedule is prepared and distributed to the participants in the early fall.

ACTION PLAN

The steps that were taken during the planning and implementation of the project are listed below:

1. Exploratory meeting
2. Determine objectives
3. Board decision for workshops
4. Establish Advisory Committee
5. Prepare fact sheet
6. Letter to Directors of Education
7. Prepare planning schedule
8. Letter to principals
9. Determine financial strategies
10. Appoint consultants
11. Appoint Board representatives
12. Presentation to Guidance Heads
13. Identify host sites
14. Develop initial materials
    a. Letter to presenters
    b. Guidelines for participants
    c. Questionnaire for participants
    d. Registration form
    e. Workshop format
15. Contact presenters
16. Screen and notify applicants
17. Orientation seminar
18. Finalize workshop agenda
19. Confirm dates and sites

6. Community Resources/Career Awareness Workshops Cont'd.

ACTION PLAN CONT'D.

20. Package workshops materials
    a. Agendas/schedules
    b. Participant guidelines
    c. Evaluation forms
21. Presenters' planning meeting
22. Confirm participants
23. News release
24. Workshop implementation
25. Participant evaluation
26. Host thank you letters/evaluation questionnaire
27. Presenter/participants summary session/reception
28. Presentation of certificates
29. Edit/print report
30. Revision/planning

FUNDING

Like most IEC projects, this one is self-supporting. There are very few expenses over and above office overhead that are not covered by either the participants or presenters. The revenue generated from the sale of "how to" resource manuals, which fully document all the steps involved in the planning and implementation of the project, more than offsets any incidental expenses incurred.

EVALUATION

Each workshop is evaluated independently by the individual participants and presenters. All workshops are evaluated jointly at the completion of the schedule (see Appendix M).

7. HANDICAPPED ADOLESCENT PROJECT--"OPERATION EMPLOYABILITY"

GOAL

To provide up to 45 handicapped adolescents, both mentally and/or physically disabled, with an opportunity to start community work placements as early as possible in their high school years, and over a three-year period increase their work experience in a variety of vocational settings.

AIM

To develop the employability skills of disabled young people while they are still in school so they will be able to achieve their employment potential.

STRATEGY

The plan is to implement a three-year demonstration project that will significantly increase the employability status of the students. A positive experience and successful evaluation will hopefully give the three participating Boards of Education the confidence to continue the project for increasing numbers of their Special Education students while utilizing the community resources network developed during the life of the project.

This project will be fully documented, describing the step-by-step procedures that are necessary to develop an effective community develoment model and to act as a guide for replication by other communities.

ACTION PLAN

Some steps that were taken during the months leading up to the hiring of a full-time project coordinator (STAGE 1) are given below. Another list, that includes the steps that were to be taken during the first year of a three-year demonstration project, is included in Appendix N.

"OPERATION EMPLOYABILITY" PROJECT DEVELOPMENT--STAGE 1

May--"Focus on the Handicapped Adolescent", a year long study commissioned by the Ontario Ministry of Community and Social Services in collaboration with Chedoke-McMaster Hospitals Child and Family Centre, called for the development of innovative programs designed to facilitate the transition of students with disabilities from school to work.

June--The initial proposal for developing a Handicapped Adolescent Project in Hamilton-Wentworth was presented to the Board of the Industry-Education Council. An IEC Task Force was formed to study the proposal and make recommendations.

The Task Force studied the project proposal and recommended that the Council adopt the proposal contingent upon acquiring adequate funding for a three-year community development project.

July--The Rotary Club of Hamilton, the Hamilton District Association for the Mentally Retarded, and Amity Goodwill Industries provided bridge funding to assist in the developmental aspects of the project.

August--The Regional Municipality of Hamilton-Wentworth Social Services Department endorsed the project. Subsequently Regional Council made an initial grant to the project and recommended that future Councils participate in the funding of the project over the next three years.

*7. Handicapped Adolescent Project--"Operation Employability" Cont'd.

ACTION PLAN CONT'D.

"OPERATION EMPLOYABILITY" PROJECT DEVELOPMENT--STAGE 1 CONT'D.

September--An official Handicapped Adolescent Project proposal was forwarded to Employment and Immigration Canada under the Federal Government's newly announced Canadian Jobs Strategy Innovations Program.

Chedoke-McMaster Hospitals Child and Family Centre endorsed the project and agreed to provide an office for the Project Coordinator.

October-The first meeting of the Operation Employability Steering Committee approved the development of a community network group to act as a resource in the development of the project.

November--The Ontario Ministry of Community and Social Services (COMSOC) advised that it was prepared to assist with the funding of the project on a pro rata basis along with other appropriate Provincial Ministries.

A series of meetings were held with the Special Education and Cooperative Education personnel from the three Boards of Education to increase their understanding of and commitment to the project.

An international delegation representing the OECD/CERI (Organization for Economic Cooperation and Development/Centre for Education and Research Innovation) along with staff of the Council of Ministers of Education, Canada and the Ontario Ministry of Education met with members of the "Operation Employability" Steering Committee. The IEC project was recognized as an exemplary program dealing with the effective transition of handicapped adolescents from school to work.

December--Letters were sent to the Deputy Ministers of Labour, Education, Colleges and Universities, Skills Development, Industry and Trade and Technology applying for project funding.

January--The Regional Municipality of Hamilton-Wentworth Health and Social Services Committee approved a grant of $5 000 for 1986, cost sharing in "Operation Employability" to be ratified by the Regional Council.

February--The Hamilton and District Society for Crippled Children and the Rotary Club of Waterdown provided additional bridge funding for the project.

Representatives from the Ministries of Education, Labour, Community and Social Services, Skills Development, Colleges and Universities, and Industry,Trade and Technology met with an IEC delegation at Queen's Park to discuss inter-Ministry cost sharing of the project.

March--The Kiwanis Club of Hamilton Central made an initial grant to the project's bridge funding and agreed to share in the funding annually.

The Social Planning and Research Council of Hamilton and District agreed to evaluate the three-year demonstration project with an additional two years follow-up.

*7. Handicapped Adolescent Project--"Operation Employability" Cont'd.

ACTION PLAN CONT'D.

"OPERATION EMPLOYABILITY" PROJECT DEVELOPMENT--STAGE 1 CONT'D.

March--cont'd--A detailed 45-page "Operation Employability" proposal package including proposed budgets, evaluation plans, organizational structure and letters of endorsement was forwarded to the CEIC Ontario Regional Office requesting funding.

April--The IEC was asked to make project presentations at the National Association for Industry-Education Cooperation Showcase Conference, the Association for the Mentally Retarded School-to-Work Transition Conference, the Canadian Council of Rehabilitation and Work Conference, the Ontario Secondary School Teachers Special Education Conference, the Canadian and Ontario Cooperative Education Association's Conferences at Winnipeg and London respectively and the Third Canadian Congress on Rehabilitation at Quebec City.

May--The IEC hosted the first workshop for people involved in transitional programming for disabled young people across Ontario. As a result, a Provincial Network Group was formed to share information and experiences on a regular basis.

The Ministry of Employment and Immigration of Canada gave approval for the first year's funding of the project, following positive assessments by the CEIC Ontario Regional Office and a national panel of senior CEIC officials.

FUNDING

In addition to a federal government grant submission (see news release in Appendix N.1). successful requests were also made to three provincial Ministries and the Regional Municipality of Hamilton-Wentworth. Local community service clubs like Rotary and Kiwanis and agencies serving the needs of the handicapped population at-large also made financial donations. Donations-in-kind were received from the Chedoke-McMaster Hospitals in the form of office facilities and secretarial services, the three Boards of Education in the form of teacher assistance and payroll services and employers in the form of human resources required to place and supervise students (see proposed budget in Appendix N2).

EVALUATION

The success of the project was to be evaluated by an indpependent evaluator on the basis of three criteria (see Appendix N3):

- ¶ community development process
- ¶ outcome of participants' placement experiences
- ¶ portability of model to other communities

Government funding in years two and three of this demonstration project is contingent upon a favourable evaluation.

8. STUDENT MARKETING CONFERENCE

LINKING LEARNING WITH EARNING

GOAL

To provide up to 300 senior high school Marketing Students with an opportunity to attend a businesslike conference and to participate in professionally presented seminars on Marketing topics related to the high school curriculum.

AIMS

To make students more aware of career opportunities in the field of Marketing by exposing them to outstanding business people, with specialized marketing expertise, and to promote business/marketing education.

STRATEGIES

¶ To arrange for the Advertising and Sales Club of Hamilton to co-sponsor the Conference. (This would involve subsidizing the cost and providing representatives to serve on an Advisory Committee.)

¶ To give the Marketing Faculties at Mohawk College and McMaster University an opportunity to assist in organizing the Conference, and thereby provide a liaison with high school students and staff.

¶ To provide an opportunity for Marketing teachers from the Regional Boards of Education to become better acquainted, to exchange ideas, and to develop professionally through the process of being involved in the planning and implementation of the Conference.

¶ To recognize the top two Marketing students at a Conference luncheon through an awards program funded by a corporate sponsor. High school teachers throughout the Region are asked to nominate students, and business representatives on the Advisory Committee are asked to make the final selection from a short list of six candidates (see Application Form in Appendix O and Evaluation Worksheet in Appendix O1).

ACTION PLAN

A list of the steps that were involved in the month-by-month planning and implementing of the first conference are given below (some steps overlap the months indicated):

Month 1

Exploratory Meeting
Establish Advisory Committee

Month 2

Arrange Co-sponsor
Teacher Presentations
Teacher Questionnaire
Summarize Questionnaire
Conference Site Chosen
Committee Duties Assigned

Month 3

Internal Publicity Strategy Determined
Conference Site Confirmed
Student Numbers Decided
Dress Code Established
Time Schedule Developed
Objectives Finalized
Internal Up-date Report No. 1

Month 4

Keynote Speaker Identified
Luncheon Menu Decided
Luncheon Cost Determined

*8. Student Marketing Conference Cont'd.

ACTION PLAN CONT'D.

Month 5

Ad & Sales Funding Offered
Keynote Speaker Confirmed
Seminar Topics Selected
Seminar Speakers Contacted
Internal Up-date Report No. 2

Month 6

Program Schedule Finalized
"Marketer of the Year" Award
Speakers Confirmed
Awards Criteria Determined
Award Strategies Determined
Conference Theme/Logo Finalized

Month 7

Letterhead Paper Prepared
Internal Up-date Report No. 3

Month 8

Registration Details Determined
Media Relations Program
Established

Month 9

Select Six Finalists
Interview Top Six Finalists
Select Award Winner and Runner-Up
Design Certificate and Plaque
Send Letter of Commendation
Assign Seminar Rooms
Internal Up-date Report No. 4

Month 10

Prepare Poster, Banner, Plaque
Prepare Seminar Topic Descriptions
Reconfirm Speakers/Requirements
Instructions Sent To Teachers
Memo and Certificates To Principals
Financial Procedures Determined
Registration Forms/Cheques Returned
Registration Committee Formed
Student Seminar Choices Allocated
Seminar Hosts Duties Assigned
Curriculum Materials Prepared/ Distributed
Luncheon Program/Head Table Planned
Program Designed/Printed/ Distributed

Month 11

Tickets Printed/Distributed
Student Kits Assembled
Prepare Name Tags
Finalize Media List/News Release
Mail News Release
Prepare/Purchase Speaker Gifts
Assign Hospitality/Media Room
Arrange Photo/Video Coverage
Prepare Signage

Month 12

Review Luncheon Program
Assemble/Distribute Media Kits
Hold Conference
Prepare/Distribute Evaluation Questionnaires
Prepare Financial Report
Send Thank You Letters
Summarize Evaluation Questionnaires
Hold Evaluation/Planning Meetings

EVALUATION

During the week following the Conference, all Marketing teachers are mailed an evaluation questionnaire and an addressed reply envelope (see Appendix 02). Likewise, all seminar presenters are mailed a questionnaire along with a covering thank you letter (see Appendix 03). The returned questionnaires are analyzed and summarized in preparation for the final meeting of the Conference Advisory Committee.

V. SUMMARY

As mentioned in the **Preface**, this resource manual has been prepared for communities that are interested in creating a formal organization to co-ordinate school-to-work transition activities. The **NAIEC model**, that represents a synergistic approach to using employers' volunteer resources in all subject areas and for all students, is worthy of replication.

A basic premise of the initiators of this **Handbook** is that career education should be an agent of change that reverses the trend that has seen an increasing isolation of educational institutions from the rest of the community. Career education should be infused in all subject areas and at all grade levels to facilitate the school-to-work process. A partnership between employers and the schools is essential for successfully implementing the career education concept in the total school program.

Preparing young people for a productive life, which includes work, is viewed by industry-education practitioners as a major goal of education. But it is a developmental process that starts before and goes on beyond formal schooling. Schooling should no longer be the exclusive domain of educators. Preparing young people for work should be a shared responsibility between formal educational institutions and all other sectors in the community. Since everyone's responsibility can easily become no one's responsibility, there is a need for a mechanism to provide a formal link between learning and earning. The **Industry-Education Council** performs this valuable role.

Initial **"seed funding"** required to organize a Council can be externally generated, but the motivation for creating and sustaining a Council has to be generated within the local community. The strength of a Council is that it is a local initiative, and the local community must accept responsibility for on-going funding.

The community can help educational systems facilitate the school-to-work process by providing direct services to students and educators through specifically designed career education projects. In addition to being an **initiator, implementer and broker** for these various programs, the Council can also be involved in a wide range of school-to-work transition issues. It can accomplish jointly what could not be achieved singly. It can produce a type of **synergy**, where the whole could be greater than the sum of its parts.

Involving non-educators in career education projects requires some effort, but it is relatively easy. Organizing them into a broad-based advisory council that "umbrellas" the area school systems, and involves them in more substantive issues, such as fostering school improvement and education's role in economic development, presents the greatest challenge. But successfully designed and implemented partnership projects can help to build a sense of ownership and a commitment to the processes of cooperation. This process of learning and trusting makes it easier to deal with significant or sensitive school-to-work issues.

V. Summary Cont'd.

There are many organizations (which are functioning in most communities) designed to help young people make the transition from school to work. Within a community, there is always the danger of duplicating each other's services or overlooking a major need. An Industry-Education Council should serve as an "umbrella" organization to help groups keep in touch with each with other's priorities and activities, and to promote a spirit of co-operation.

Just as it makes sense for a Council to stay in touch with other youth related organizations within the same community, it is important to be aware of what Councils are doing in other communities. In organizing a new Council, it is wiser to expend energies modifying and adopting programs and initiatives of existing Councils rather than re-inventing the wheel.

To facilitate spreading good ideas and sharing common concerns, the development of a communications network of Councils seems desirable. There is already a great deal of activity linking industry and education in many communities across North America and in Great Britain. The existence of similar organizations in widely scattered areas provides a hope that such groups can work together effectively toward a common goal. Developing this network will require some additional work initially, but it has the potential for substantial long term benefits. Industry-Education Council (Hamilton-Wentworth), in conjunction with the National Association for Industry-Education Cooperation, is prepared to play a leadership role in helping to link similar school-to-work transition organizations together across North America (see Appendix P).

This **Handbook** has endeavoured to provide guidelines supported by examples of working partnerships. Hopefully it will lead others to acknowledge the potential benefits of industry-education co-operation and to formulate their own partnership programs. As more Councils are formed and new programs are implemented, it is intended that future editions will incorporate good practices and ideas from further afield. Those working in the industry-education cooperation field who want to be part of a network of common interest and practice, are encouraged to share their experiences by submitting written case studies of their programs. Contributors should be prepared to accept requests for information about their activities from others working in the field (see Appendix P.1).

A. NOTES FROM FOUNDING FATHERS

Establishing an Industry-Education Council

Factors to Consider Prior to Implementation

1. DO NOT EXPECT TO ESTABLISH AN INDUSTRY-EDUCATION COUNCIL OVERNIGHT

   Research on planning, organizing and implementing an IEC type structure indicates that there is a period of from two months to four years of organizing necessary prior to the establishment of an organization. The key here, however, is not to get discouraged easily. The process is complex but achievable.

2. IDENTIFY COMMUNITY OPINION LEADERS WHO ARE COMMITTED TO I-E COLLABORATION

   It is important to identify individuals who are respected in the community and who, through their leadership at the person-to-person level, can influence community members' attitudes in desired ways.

3. RECOGNIZE AND ADDRESS THE TYPE OF TIME COMMITMENT NECESSARY

   Clearly, business people, educators, labour union and community members value their time. From the outset, the important issue of volunteerism and time involvement in the project must be addressed.

4. RECOGNIZE AND ADDRESS THE HIDDEN AGENDAS OF PROGRAM PARTICIPANTS

   If the organization is to produce a cohesive group working towards a defined goal, it is important that "hidden agendas" or personal biases be aired early on in the process (i.e., labour union officials fear that an expansion or work experience program will lead to a loss of jobs for their members; educators fear a takeover by business; business reps are interested in recruiting people for their establishment, etc.). Probably one of the most obvious stalling factors, these agendas should be aired, fully discussed, and resolved if the organization is to move forward.

5. RECOGNIZE THAT SOLUTIONS TO PROBLEMS MAY NOT ALL BE IN-HOUSE--UTILIZE CROSS LINKAGES

   In the early stages of development, it is important to obtain as much information about career education problems and community needs as possible for program development. The recognition of cross-linkages--the friends of people in the organization who might be able to lend support--is critical.

A. NOTES FROM FOUNDING FATHERS--CONT'D.

6. DESIGN ACTION PROJECTS EARLY ON--TOO MUCH TALK CAN STIFLE ORGANIZATIONAL GROWTH

A factor affecting most Industry-Education Council type organizations was that, during their early stages, too much time was spent on talking. It was not until they were able to sink their teeth into a project that the truly committed stood out. The strictly communicative phase, a necessary one, should extend for no more than six months.

7. WHEN SEEKING FUNDING, RECOGNIZE ITS LIMITATIONS

Funding plays an important role in the development of I-E Councils. In the earlier stages, it is primarily utilized to support an individual who coordinates and facilitates the project. Down the line, it covers additional staff costs and support services. While funding plays an influential role, it should not be accepted blindly. Be sure that the strings of the funding agent are consistent with the goals of the organization.

8. RETAIN THE SERVICES OF AN EXECUTIVE DIRECTOR

People who spearhead projects often do so on a volunteer basis for personal and humanitarian reasons. Because of other commitments, it is not a full-time venture. Therefore, it becomes necessary to retain the services of a full-time administrator for purposes of facilitating and coordinating the Council. Councils should recognize that without this full time commitment, their program will become stagnant.

9. MONITOR THE DEVELOPMENTAL (AS WELL AS ON-GOING) STAGES TO INSURE PROGRAM CONTINUITY

What oftentimes appear to be minor stumbling blocks, such as inappropriate meeting times, confusing terminology, and under-utilizing members' talents, transform in to major obstacles. It is preferable that an independent evaluator be retained to examine these as well as other process issues. However, inhouse staff can perform this function if need be.

10. RECOGNIZE AND ADDRESS THE DIFFERENCE BETWEEN EVOLUTIONARY AND REVOLUTIONARY CHANGE

Some organizations believe in big change--the "all or nothing" approach. Others believe in incremental change--the "take an inch" approach. Since both approaches are recognized as valid, it becomes the designer's duty to make sure that the change process itself is addressed and tailored for the participating community.

A.1 COUNCILS WITH IEC MANDATES PUT DIFFERENT NAMES

*Arizona Business & Education Partnership Inc., Phoenix, Arizona

*Association of Business, Labor and Education (ABLE), Economic Development Council of NYC Inc., New York

*Bethel Area Community Education Work Council, Bethel, Maine

*Business and Education Coordinating Council, Flint, Michigan

*Business/Education Council, Warsaw, New York

*Business Industry Community Education Partnership, Salt Lake City, Utah

*Business-Industry-Education Consortium, Lake County, Illinois

*Career Development Council, Corning, New York

*Community Careers Council, Oakland, California

*Community Council on Career of Greater Syracuse, Dewitt, New York

*Community Education-Work Council of Northwestern Vermont, St. Albans, Vermont

*Education-Work Community Council, Bayamon, Puerto Rico

*Industry-Labor-Education Council of Mohawk Valley, Inc., Utica, New York

*Kingston and Area School-to-Employment (KASE) Council, Kingston, Ontario

*Martin County Education Employment Council, Williamston, North Carolina

*Mid-Michigan Community Action Council, Alma, Michigan

*Northeast Industry-Education-Labor Alliance, Inc. Springfield, Massachusetts

*Rochester Area Career Education Council, Rochester, New York

*Trident Work-Education Council, Charleston, South Carolina

*Virginia Peninsula Vocational Training Council, Hampton, Virginia

*Worcester Area Career Education Consortium, Worcester, Massachusetts

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*The IEC (Hamilton-Wentworth) would like to acknowledge the contribution of Councils from across North America and the United Kingdom, to the development of many of the ideas that are presented in this Handbook.

B. LETTER TO PROSPECTIVE FOUNDERS--IEC (HAMILTON-WENTWORTH)

MOHAWK COLLEGE
OF APPLIED ARTS AND TECHNOLOGY

OFFICE OF THE PRESIDENT

February 21, 1978

Mr. Peter Gordon
Chairman of the Board and
Chief Executive Officer
The Steel Company of Canada, Limited
Royal Trust Tower
Toronto-Dominion Centre
Toronto, Ontario
M5K 1J4

Dear Mr. Gordon:

I trust you are sufficiently aware of the awesome social problems we are confronted with on a daily basis relating to unemployed youth that is rapidly reaching crisis proportions in our community and in our country. I feel you will be in full agreement with me that not only is there a need for an immediate search for solutions regarding the problems but that a large part of the problem has been the sluggishness of the educational system in responding effectively to the changes in technology, job structure and manpower requirements of Canadian industry. Such sluggishness may be explained by a number of structural and traditional influences. Today, there is a desperate need for industry-education cooperation in linking the marketplace with schools and the development of a realistic strategy for preparing youth for work.

In cooperation with the President of the Hamilton and District Chamber of Commerce, I am seeking top level support in the creation of an Industry-Education Council in the Hamilton community; the first of its kind in Canada. The concept has been extensively field-tested in many U.S. communities and Mohawk College has monitored the activities of the Niagara Frontier Industry-Education Council in Buffalo for three years. I am particularly impressed with the results of this low-cost, local, innovative approach to preparing youth for a productive role in the marketplace.

.../2

Fennell Avenue and West 5th, P. O. Box 2034, Hamilton, Ontario L8N 3T2 (416) 575-2253
Hamilton Telex 061-8348 After hours or if no answer call 575-1212

MOHAWK COLLEGE
OF APPLIED ARTS AND TECHNOLOGY

OFFICE OF THE PRESIDENT

Mr. Peter Gordon - 2 - February 21, 1978

I am requesting your endorsement to support the creation of an Industry-Education Council in Hamilton-Wentworth. The objectives of the organization are attached and extensive data is available. The participation of The Steel Company of Canada Limited as a founding member in the creation of such a Council is absolutely vital if the bridging of the gap between our two worlds, the world of work and the world of formal education, is to be effectively not rhetorically, linked.

With your endorsement and the endorsement of other Presidents and senior executives in this city, the creation of a non-bureaucratic (only two paid employees), volunteer based, self-sustaining organization can begin to focus on this serious problem in our community.

The Industrial Training Council of the Ministry of Colleges and Universities expressed approval for the concept and seed money will hopefully be available. With local initiative and support, the available resources of our community can be utilized to begin the work of cooperatively preparing work-ready and work-eager youth for productive roles in our community.

Yours sincerely,

S. Mitminger

SM/py
Attach.

bcc: Mark Garber

NIAGARA SOUTH
BOARD OF EDUCATION

THE LINCOLN COUNTY
BOARD OF EDUCATION

March 6, 1986

Mr. D. Johnston
211 Merritt St. West
Welland, Ontario
L3C 4T8

Dear Mr. Johnston:

Re: Proposed Regional Niagara Industry-Education Council

On Friday, February 26, 1986, representatives of Business, Industry, Government, Labour, and Education met at White Oaks Inn to hear a proposal designed to ease the transition of students from education to the world of work.

The Industry-Education concept is designed to assist students to develop realistic career directions by linking the resources of the community and the schools into a unified career preparation process. Community involvement is essential if education is to prepare students for the real world.

Following the presentations, a dialogue among the participants covered a variety of pertinent questions relating to the needs, operation, benefits and involvement necessary to introduce a successful Council.

The results of the meeting were very encouraging and enlightening with many in attendance expressing a strong desire to commit their organization to support the much needed development.

It was expected that all participants would return to their organizations following the luncheon meeting to discuss the highlights with senior officials in order to determine whether support of the concept would be offered.

We would appreciate an acknowledgement of your intention to join us in establishing a steering committee to develop the strategies required to initiate this venture. It would assist us if your response could be made directly to Mr. P. Mazzone, Consultant: Skills Development, 227-5551, Curriculum Resources Centre.

Thank you for your participation. We look forward to working with you or your representative in helping our youngsters to become better workers and citizens.

Sincerely,

M.L. Townsend
Director of Education

C. AN ACTION PLAN FOR IMPLEMENTING AN IEC

Month		Activity
January	*1.	School Board Administration grants approval to investigate feasibility of developing an IEC
	2.	Report made to Administration re. proposed directions/ strategies
February	3.	Director(s) of Education host(s) a luncheon meeting with CEC's of major regional business/industries to discuss needs/concerns/purposes
	4.	Representatives of the Chamber of Commerce, Labour Unions, Governments, and selected community organizations invited to participate
	5.	Local community college, university and secondary businesses invited to appoint representatives
March	6.	Interim progress report made to Administration
	7.	Administration approves strategies to proceed with planning
	8.	Commitments received from business/industry, education, labour, government, and community organization leaders
April	9.	Steering Committee established and community leader asked to serve as interim chairperson
	10.	Inaugural meeting of Steering Committee held
	11.	Contact made with all levels of Government to explore "seed" funding potential
	12.	Participants' commitment to join the Founding Board of Directors finalized
	**13.	Steering Committee report made to Board(s) of Education
	14.	Inaugural meeting of Board of Directors held to elect Executive Committee and agree on Council mandate and objectives

Note: *This model assumes that a Board of Education is the initiator/catalyst.

Note: **If there is more than one Board in the political jurisdiction of the proposed IEC, it is essential that all be involved from the outset. Employers do not appreciate the need to spend equal amounts of time with several independent school systems, and are more likely to give time to a group which will increase their impact across several school systems.

C. AN ACTION PLAN FOR IMPLEMENTING AND IEC--CONT'D.

Month		Activity
May	15.	Committees organized and duties determined
	16.	Inaugural Committee meetings held
June	17.	Board of Directors meeting held to hear Committee reports and determine timelines
July/ August	18.	Operating budget prepared
	19.	Funding strategies finalized
	20.	Donations of office space, furniture, and equipment negotiated
	21.	Executive Director's job description designed
September	22.	Commitment from Board(s) of Education to fund Executive Director's salary formalized
	23.	Monthly Board meeting held to present Committee progress reports
	24.	Search Committee established to interview and hire Executive Director
	25.	Advertisement placed for an Executive Director
	26.	Executive Director interviewed and hired
October	27.	Secretary interviewed and hired
	28.	Bank account opened and post office box rented
	29.	Kick-off breakfast planned
	30.	Media release prepared and distributed
November	31.	Kick-off breakfast held
	*32.	Bylaws prepared and donation of legal services arranged
	33.	Application made to government for charter to operate as a non-profit corporation
	34.	Logo designed and letterhead ordered

Note: *Check with regional government officials to get approval for use of legal name selected for your IEC.

C. AN ACTION PLAN FOR IMPLEMENTING AND IEC--CONT'D.

Month		Activity
December	35.	Corporate seal ordered upon receipt of charter
	36.	Application made to government to register as a charitable organization
	37.	Schedule for membership fees and registered receipts with stubs prepared
	38.	Mailing list of potential sponsors prepared
	39.	Promotional flyer/update report designed and printed
January	40.	First model project implemented
	41.	Funding letter prepared and mailed
	42.	Meetings held with school counsellors and principals to obtain input regarding program planning
	43.	Policies and procedures manual developed
	44.	Donation of professional accounting/auditing services arranged
	*45.	Sources of potential funding for specific projects investigated

Note: *Corporate, foundation, government, and community organization funding might be available for specific types of projects.

D. NPIEC BUDGET PROPOSAL

FEASIBILITY STUDY

NIAGARA PENINSULA INDUSTRY-EDUCATION COUNCIL (NPIEC)

THREE-YEAR BUDGET PROPOSAL

1987-89

REVENUE

	1987	*1988	1989
Grants	$35 000	$35 000	$30 000
Educational Institutions	22 500	23 625	24 800
Business/Industry Contributions	22 500	23 625	24 800
Sundry Donations	1 900	1 995	2 100
Miscellaneous Income		1 730	8 530
Total Revenues	$81 900	$85 975	$90 230

EXPENDITURES

Salaries and Benefits	$65 000	$68 250	$71 700
Travel, Meetings, Conferences, Workshops	4 700	4 910	5 200
Office Expenses	9 800	10 295	10 690
Sundry Expenses	2 400	2 520	2 640
Total Expenditures	$81 900	$85 975	$90 230
Surplus (Deficit)	$ Ø	$ Ø	$ Ø

*Add approximately 5 percent to allow for increase in the annual cost of living.

D.1 MEMBERSHIP APPLICATION

NAME OF ORGANIZATION/INDIVIDUAL _____

ADDRESS _____

_____

REPRESENTATIVE _____

TITLE _____ TELEPHONE _____

_____	PATRON	$2 500 AND OVER
_____	BENEFACTOR	$1 001 - $2 500
_____	SPONSOR	$ 501 - $1 000
_____	MEMBER ORGANIZATION	$ 101 - $ 500
_____	INDIVIDUAL MEMBER	$ 50 - $ 100

AN OFFICIAL RECEIPT FOR INCOME TAX PURPOSES WILL BE ISSUED.
WE APPRECIATE YOUR SUPPORT.

MEMBERSHIP APPLICATION

INDUSTRY-EDUCATION COUNCIL (HAMILTON-WENTWORTH)
PROPOSED BUDGET
FOR PARTNERS-IN-EDUCATION--YEAR 1

REVENUE	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
CEIC	3 375	3 375	3 375	3 375	3 375	3 375	3 375	3 375	3 375	3 375	3 375	3 375	40 500
COMMUNITY DONATIONS	1 185	-	500	-	500	-	500	-	500	-	815	-	4 000
*BOARDS OF EDUCATION	500	500	700	700	700	700	700	700	700	700	700	700	8 000
*MOHAWK/MCMASTER	250	250	250	250	250	250	250	250	250	250	250	250	3 000
*COMMUNITY PARTNERS	500	500	700	700	700	700	700	700	700	700	700	700	8 000
*IEC (H-W)	250	250	350	350	350	350	350	350	350	350	350	350	4 000
TOTALS	6 060	4 875	5 875	5 375	5 875	5 375	5 875	5 375	5 875	5 375	6 190	5 375	67 500
EXPENDITURES													
SALARIES/BENEFITS	1 834	1 834	1 834	1 834	1 833	1 833	1 833	1 833	1 833	1 833	1 833	1 833	22 000
PROFESSIONAL SERVICES	-	-	100	100	100	100	100	100	100	100	100	100	1 000
ADMINISTRATIVE	500	500	300	300	300	300	300	300	300	300	300	300	4 000
SEMINARS/MEETINGS	50	50	40	40	40	40	40	40	40	40	40	40	500
WORKSHOPS/CONF.	100	100	80	80	80	80	80	80	80	80	80	80	1 000
TRAVEL	125	125	125	125	125	125	125	125	125	125	125	125	1 500
TELEPHONE	115	35	35	35	35	35	35	35	35	35	35	35	500
POSTAGE	25	25	25	25	25	25	25	25	25	25	25	25	300
PRINTING	100	100	-	-	-	-	-	-	-	-	-	1 000	1 200
MATERIALS/SUPPLIES	50	50	40	40	40	40	40	40	40	40	40	40	500
*RENT	250	250	250	250	250	250	250	250	250	250	250	250	3 000
*COMMUNITY PARTNERS	500	500	700	700	700	700	700	700	700	700	700	700	8 000
*SUPPLY TEACHER COSTS	500	500	700	700	700	700	700	700	700	700	700	700	8 000
EVALUATION CONSULTANT	2 000	1 000	1 000	1 000	1 000	1 000	1 000	1 000	1 000	1 000	1 000	2 000	14 000
PROJECT DEVELOPMENT	500	500	500										1 500
FURNITURE	500												500
TOTALS	7 149	5 569	5 729	5 229	5 228	5 288	5 228	5 228	5 228	5 228	5 228	7 228	67 500
SURPLUS (DEFICIT)	(1 089)	(694)	146	146	647	147	647	147	647	147	962	(1 853)	ø

D.3 PILOT SURVEY - EDUCATION

Please respond to the following questions. If you need additional space, use the reverse sides of the questionnaire. A separate page is attached for you to add your comments, criticisms, and suggestions on the survey. Thank you for your participation in this pilot.

****

Your name(optional)_____

Name of your institution_____

Your position/title_____

How long have you been employed in your current position?_____

How long have you lived in the local area?_____.

Number of employees in your educational institution? Full time_____, part-time_____.

Number of students enrolled? Full time_____, part-time_____.

****

1. What are your most urgent concerns as they relate to preparing students for the world of work?

2. In what ways could local business and industry support your efforts to prepare students for the world of work?

3. What working relationships/joint efforts/lines of communication exist between your institution and business and industry?

Are these meeting your needs? Please explain your response.

4. What kind of feedback do you get now or would you like to get from business and industry regarding how former students perform as employees?

5. What services/information could LEC provide to support local education?

6. In light of the Regents Action Plan requiring increased course time and work in a greater variety of areas, do you favor increasing the school year beyond 180 days?

7. Do you have the time and resources to fulfill the requirements of the Regents Action Plan?

8. What are the implications of the Regents Action Plan for your curriculum? for your students? for business and industry?

9. Are there important issues for educators that should be addressed in cooperation with labor and/or business and industry? If yes, please be specific.

10. Is the topic of entrepreneurship addressed by your institution? If so, please describe how it is addressed.

11. Do school personnel and students have access to community resources? Please be specific.

12. What resources can you offer to the local business and industrial community?

13. What resources can you offer to organized labor?

14. How would you rate the following in terms of their importance for business and industry hiring decisions? (1-Critically important, 2-Important, 3-Of minor importance, 4-No importance.)

____Technical Skills

____Motivation & Initiative

____Commitment to Job Responsibilities

____Ability to get along with co-workers.

____Good judgement

____Attendance/Absenteeism

____Ability to learn

____Verbal communication skills

____Written communication skills

____Team work skills

____Ability to follow directions

____Honesty & Integrity

____Willingness to participate in training

____Other(please be as specific as possible)

15. Regionally there appears to be a shift from a manufacturing economy to a service-oriented economy. What changes in curriculum should be recommended to address this trend?

16. How would you respond to the idea of having a mechanism for the following sectors to provide input into your curriculum?

-organized labor
-business
-industry

17. Do you think the local eduational environment is an asset in terms of attracting business and industry to this area? Please explain.

18. How could the educational community promote the local area to prospective new business and industry?

19. How do you think civic values should be taught?

20. How have computers and related technologies(e.g. video disk, interactive video) affected the way your school functions?

21. If you were designing this survey, what information would you like to get from it?

22. What issues should ILEC focus on in the next two years?

PLEASE RETURN THE SURVEY IN THE ENCLOSED SELF-ADDRESSED ENVELOPE BY MONDAY, AUGUST 3, 1987 - THANK YOU.

D.4 PILOT SURVEY-BUSINESS & INDUSTRY

Please respond to the following questions. If you need additional space, use the reverse sides of the questionnaire. A separate page is attached for you to add your comments, criticisms, and suggestions on the survey. Thank you for your participation in this pilot.

****

Your name(optional)_____

Name of your organization_____

Your position/title_____

How long have you been employed in your current position?_____

How long have you lived in the local area?_____.

Number of employees in your local organization? Full time_____, part-time_____.

****

1. What are the most urgent concerns of the local business community?

2. How would you rate the following in terms of their importance for hiring? (1-Critically important, 2-Important, 3-Of minor importance, 4-No importance.)

_____Technical Skills

_____Motivation & Initiative

_____Commitment to Job Responsibilities

_____Ability to get along with co-workers.

_____Good judgement

_____Attendance/Absenteeism

_____Ability to learn

_____Verbal communication skills

_____Written communication skills

_____Team work skills

_____Ability to follow directions

_____Honesty & Integrity

_____Willingness to participate in training

_____Other(please be as specific as possible)

3. Based on your experience, what skills or attitudes should schools focus on to prepare students for the world of work?

4. What resources could you make available to local educators to help them better prepare students for the world of work?

5. What working relationships/joint efforts/lines of communication exist between your organization and local educational institutions?

6. How could local educational institutions better support the business community? Examples might be opportunities provided for employees to upgrade their skills or acquire new ones; consulting services; seminars tailored to specific needs.

7. What services/information could ILEC provide to support local business and industry?

8. Are you aware of local training and retraining programs?

   Have you used any of them?

   If yes, do they meet your needs?

9. There are many economic development organizations in the local area. What is your opinion of the services they provide?

10. How would you describe the local business environment to businesses considering locating in this area?

11. How could the business and industrial community promote the local area to prospective new business and industry?

12. Are you familiar with the Regents Action Plan? If yes, what effect do you think the RAP will have on local business and industry?

13. What relationships/joint efforts/lines of communication exist between your business and organized labor?

14. Does the local labor force(skilled and unskilled) meet your employment needs?

If not, what are you looking for that is not now available.

15. If you were designing this survey, what information would you like to get from it?

16. What issues should ILEC focus on in the next two years?

PLEASE RETURN THE SURVEY IN THE ENCLOSED SELF-ADDRESSED STAMPED ENVELOPE BY: MONDAY, AUGUST 3, 1987. THANK YOU.

E. BYLAWS FOR THE NIAGARA PENINSULA INDUSTRY-EDUCATION COUNCIL

ARTICLE 1 (Name and Purpose)

Section 1 The name of this organization shall be the Niagara Peninsula Industry-Education Council. It is hereinafter referred to as the Council.

Section 2 The general objectives of the Council are:

Note: When referring to business/industry representation the following sectors should be included:

1. Manufacturing Sector
2. Public Sector
3. Service Sector

When referring to the educational component the following representatives should be included:

1. Four Boards of Education (2 pubic, 2 separate)
2. Niagara College of Applied Arts
3. Brock University

1. To provide an organization for representatives of business, industry, organized labour and education in the Region of Niagara.

2. To consider ways in which the industrial community in the Region of Niagara can mutually cooperate with local educational organizations, and to continue to develop and promote high ethical standards in such relationships.

3. To ascertain and identify school and other educational requirements to which business, labour and industry might devote cooperative assistance efforts.

4. To ascertain how educational organizations can assist business, labour and industry in their efforts to cooperate with school systems.

5. To communicate with educators and the general public about the mutual advantages of industry-education cooperation.

6. To increase awareness among students of the rewarding career opportunities available in business and industry.

7. To intensify interest among business, labour and industry leaders in encouraging students to prepare for careers in business and industry.

8. To expand the knowledge of educators in the Niagara Region of career opportunities available in business and industry and the qualifications necessary for such careers.

9. To make the resources and facilities of business and industry available to educators.

10. To develop a positive attitude on the part of educators and business repesentatives to encourage the integration of industry, business and the community in the schools.

11. To prepare and disseminate occupational information for use by students and teachers at all levels.

12. To encourage business leaders to assist educators in preparing students to become responsible adults.

ARTICLE II (Membership)

Section 1 Memberships shall be sought primarily from businesses, industries, educational institutions and other appropriate agencies or organizations in the Region of Niagara.

ARTICLE III (Board of Directors)

Section 1 The annual meeting of the Council's Board of Directors shall be held in the month of May at a place and time designated by the Executive Committee.

ARTICLE IV (Executive Committee)

Section 1 The Executive Committee shall consist of seven members who shall be elected from the Board of Directors for a term of one year, with members of the Board being elected each year at the annual meeting. Members of the Executive Committee may be reelected and shall be representatives of the education, labour, manufacturing, public and service sectors.

Section 2 The Nominating Committee shall be appointed by the Chairman and shall consist of at least three members, only two of which may be members of the Executive Committee.

Section 3 The Executive Committee shall be the governing body of the Council and shall manage all affairs of the Council, including the appointment of an Executive Director and other administrative personnel. A simple majority of the Executive Committee shall constitute a quorum and a simple majority of those present and voting, shall be required for official action.

E. BYLAWS FOR THE NIAGARA PENINSULA INDUSTRY-EDUCATION COUNCIL--CONT'D.

Section 4 The Executive Committee shall meet on the second Wednesday of each month or at any other time when notified by the Chairman in writing as to the purpose, date and place of the meeting. Notification shall be ten working days prior to the date of such announced meeting.

Section 5 The resignation of a member of the Executive Committee for any reason may be accepted by a majority vote and any vacancy can be filled by action of the Executive Committee for the time remaining until the annual meeting.

ARTICLE V (Officers)

Section 1

a) The Executive Committee shall consist of no less than seven members and shall have at least one representative from each of the following sectors: manufacturing, labour, education, service, public.

This Committee will draft policies and procedures for Board approval and review the agenda prior to all Board meetings.

The Committee will also make necessary decisions to ensure continuity and effective operation of the Council.

The Executive Committee shall be responsible to acquire an auditor to ensure that the books of the Council are audited as required.

The action of the Committee are subject to Board approval at subsequent meetings.

This Committee is responsible for ensuring the on-going functions of the Council by providing input and directions to the Executive Director and office staff to assist them to fulfull their mandate.

b) The officers of the Council shall consist of the following:

-Past Chairman
-Chairman
-Vice-Chairman
-Four members at large

Section 2 The terms of office shall be one year (1) and the officers shall be nominated and elected at the annual meeting. Officers are eligible for reelection.

E. BYLAWS FOR THE NIAGARA PENINSULA INDUSTRY-EDUCATION COUNCIL--CONT'D.

Section 3 The Chairman shall preside over all meetings of the Executive Committee and Board of Directors.

Section 4 The Chairman of each Standing Committee of the Council shall be appointed by the Executive Committee and shall be selected from members of the Executive Committee.

Section 5 The Standing Committees of the Council shall be the following:

Finance Committee: This Committee is responsible for overseeing the financial needs of the Council by developing realistic budget needs, seeking funding sources, obtaining commitments from various organizations and maintaining financial records for purposes of accountability.

Program Development Committee: This Committee is responsible for selecting meaningful career oriented projects, assembling representative volunteers, providing program direction, assisting in implementing the approved projects, and developing project evaluation instruments.

Public Relations Committee: This Committee is responsible for developing and maintaining a program that will promote the concept of industry-education cooperation and increase the public profile of the Council and its activities.

Section 6 The Executive Committee of the Council shall appoint, with the approval of the Board of Directors, such other committees or resource personnel to such committees as seem necessary to achieve the Council's objectives.

ARTICLE VI (Amendments)

Section 1 Amendments to the Council Bylaws may be recommended by a majority vote of the Executive Committee. Such amendments may be submitted to the Board of Directors at the annual meeting or by written ballot to the Board of Directors at least thirty (30) working days prior to the date on which action is proposed to take effect. The proposed amendment must be approved by a simple majority of the Board of Directors voting.

E.1 JOP DESCRIPTION

EXECUTIVE DIRECTOR

INDUSTRY-EDUCATION COUNCIL (HAMILTON-WENTWORTH)

Primary Function

To work towards the improvement of communication between industry, education, labour, and government in order to foster attitudes and to develop learning activities that will be realistic in terms of career orientation for local students.

Source of Supervision

Board of Directors, Industry-Education Council

Direction Exercised

Executive Secretary

Duties and Responsibilities

1. To coordinate the activities of the Industry-Education Council.

   a) Maintain and oversee the operation of an office
   b) Determine staff needs, interview and hire prospective employees, assign duties, motivate, assess performance, etc.
   c) Monitor quality and quantity of work of staff, determine priorities and establish schedules and deadlines
   d) Provide Board and Executive Committee members with information and assistance as required
   e) Develop and distribute agendas for Board of Directors', Executive Committee and Advisory Committee meetings
   f) Attend meetings of the Board of Directors, Executive Committee and Advisory Committees and report on Council activities
   g) Prepare and distribute minutes of the above meetings
   h) Organize and maintain Council files and archives
   i) Up-date constitution and letters of incorporation as changes occur
   j) Prepare and deliver Public Information Return annually to Revenue Canada, Taxation
   k) Identify and propose directions for the Council to follow
   l) Initiate and develop projects that will meet Council objectives
   m) Write proposals for funding of Council projects
   n) Organize and guide Project Advisory Committeess
   o) Prepare and present grant/funding applications
   p) Represent the Council's interests to government officials through correspondence, personal visits and public submissions/presentations
   q) Prepare and present regular progress reports
   r) Respond to inquiries about the Council, its objectives and activities
   s) Speak to groups and media on behalf of the Council to promote general awareness and support for Council objectives and activities

F.1 JOB DESCRIPTION--Continued

EXECUTIVE DIRECTOR

Duties and Responsibilities Continued

t) Write promotional materials such as brochures, news releases, etc.
u) Write articles for magazines to publicize Council activities
v) Prepare resource materials to publicize Council projects, activities and interests
w) Develop and maintain mailing lists for membership, funding and project activities
x) Work within Council policies and guidelines, relating one's own efforts to organizational goals
y) Encourage flow or information about the Council's decisions, problems and successes
z) Perform such other duties as may be required to further the objectives of the Council

2. To coordinate information relative to requirements of local business and industry and to relay such to all interested schools in the Hamilton area through:

a) Assisting in Career Days
b) Assisting in the preparation of Career Information
c) Assisting in arranging for speakers, resource people, tours, etc., and in coordinating and up-dating a career resource file for regional utilization
d) Facilitating the convening of meetings as needed, and in the constant flow of information between industry and education
e) Assisting in the initiation and/or maintenance of appropriate programs, utilizing community resources
f) Assisting in representing education on education committees of community organizations regarding industry/education cocperation
g) Working with education committees of local Chamber of Commerce
h) Disseminating industrial employment needs to the educational community
i) Assisting in the coordinating of efforts to develop Industry-Education in-service programs for guidance personnel and teachers
j) Maintaining an awareness among counsellors, teachers and school administrators of the need for a high degree of cooperation and coordination with business and industry
k) Assisting in making industrial and business assistance available to teachers and school administrators
l) Exploring means of meeting current needs of industry, and promoting such specific training as may be required of existing educational institutions
m) Representing, as required, appropriate segments of industry in speaking for necessary changes in education policy at the local and/or regional level
n) Alerting educators as to industrial training programs suitable for possible direct or modified implementation in educational institutions
o) Serving in a consulting capacity to school-industry committees

E.1 JOB DESCRIPTION--Continued

EXECUTIVE DIRECTOR

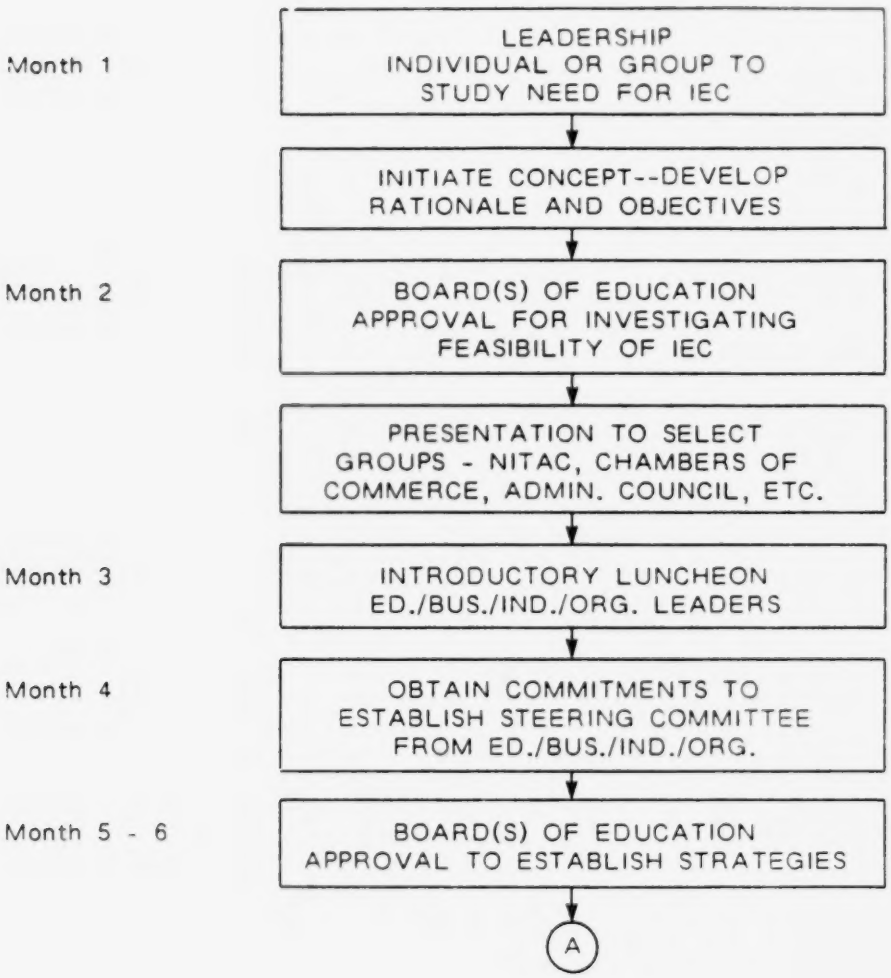
3. To work with business and industry to help discover needs for educational programs:

   a) Assisting in the development of survey instruments to provide necessary information for industrial-education program development
   b) Discovering ways in which education in general can be of greater assistance in implementation of programs needed by business and industry, and exploring ways in which industry can be more realistic in its expectations of new employees
   c) Developing a greater awareness in business and industry of the need for their own inter-communication

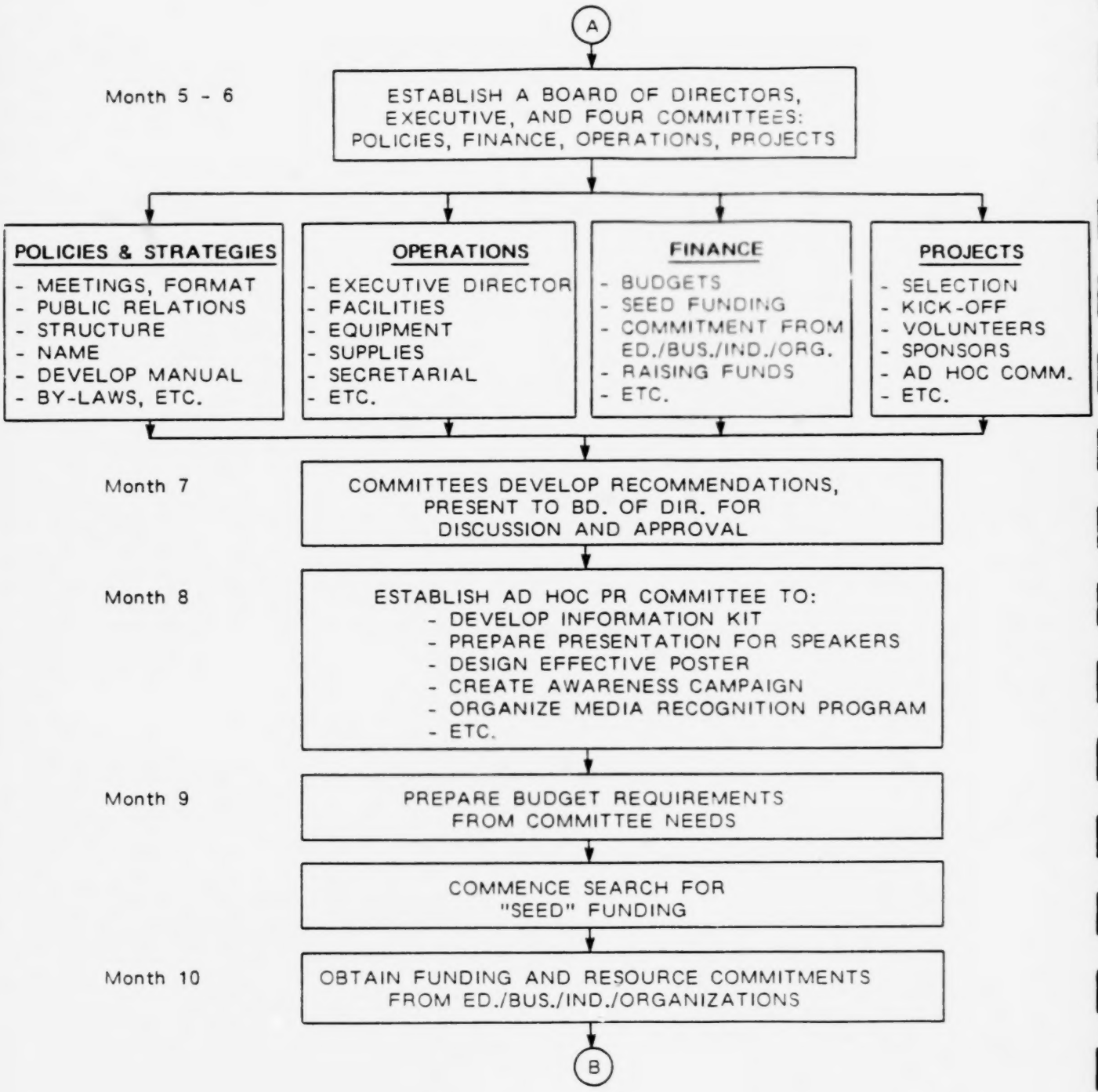
In general, the above activities should serve to improve communication between industry and education in the interests of students and the community in general and the fulfillment of occupational needs in particular.

F. NPIEC FLOWCHART

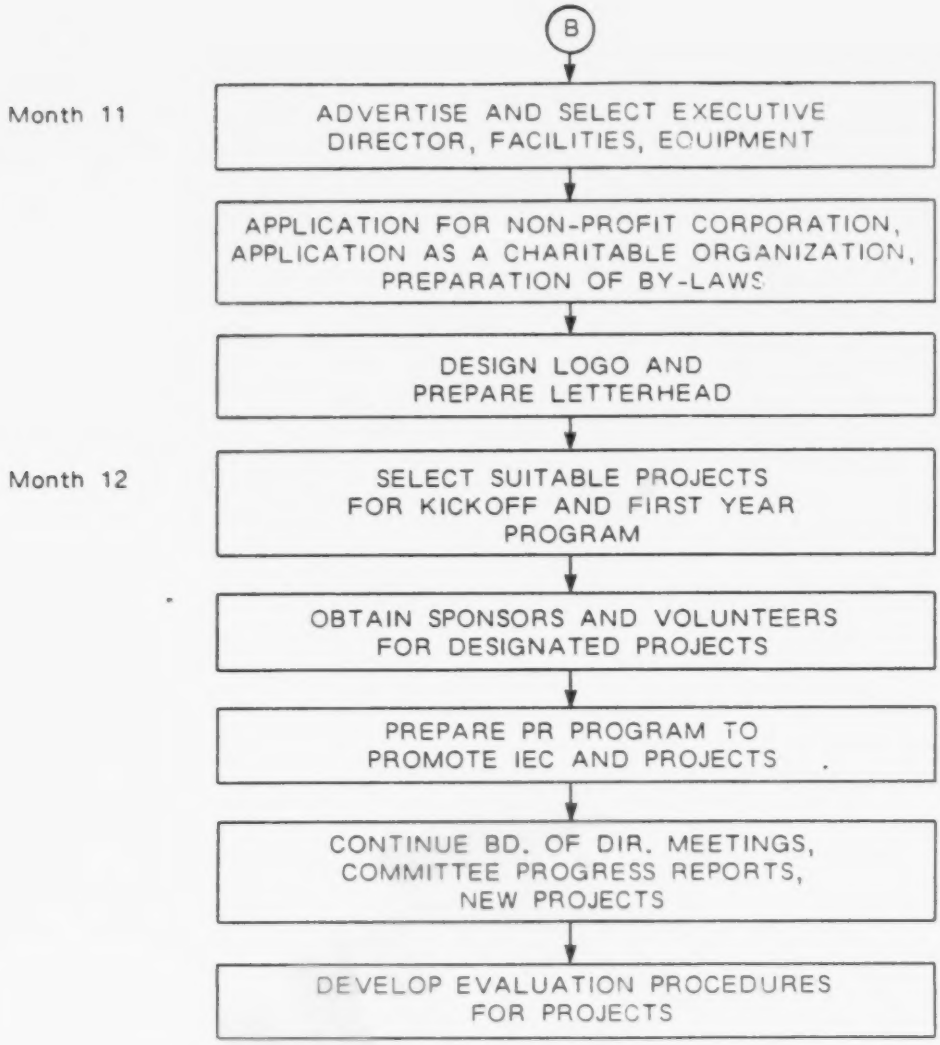
STEPS IN DEVELOPING AN INDUSTRY-EDUCATION COUNCIL



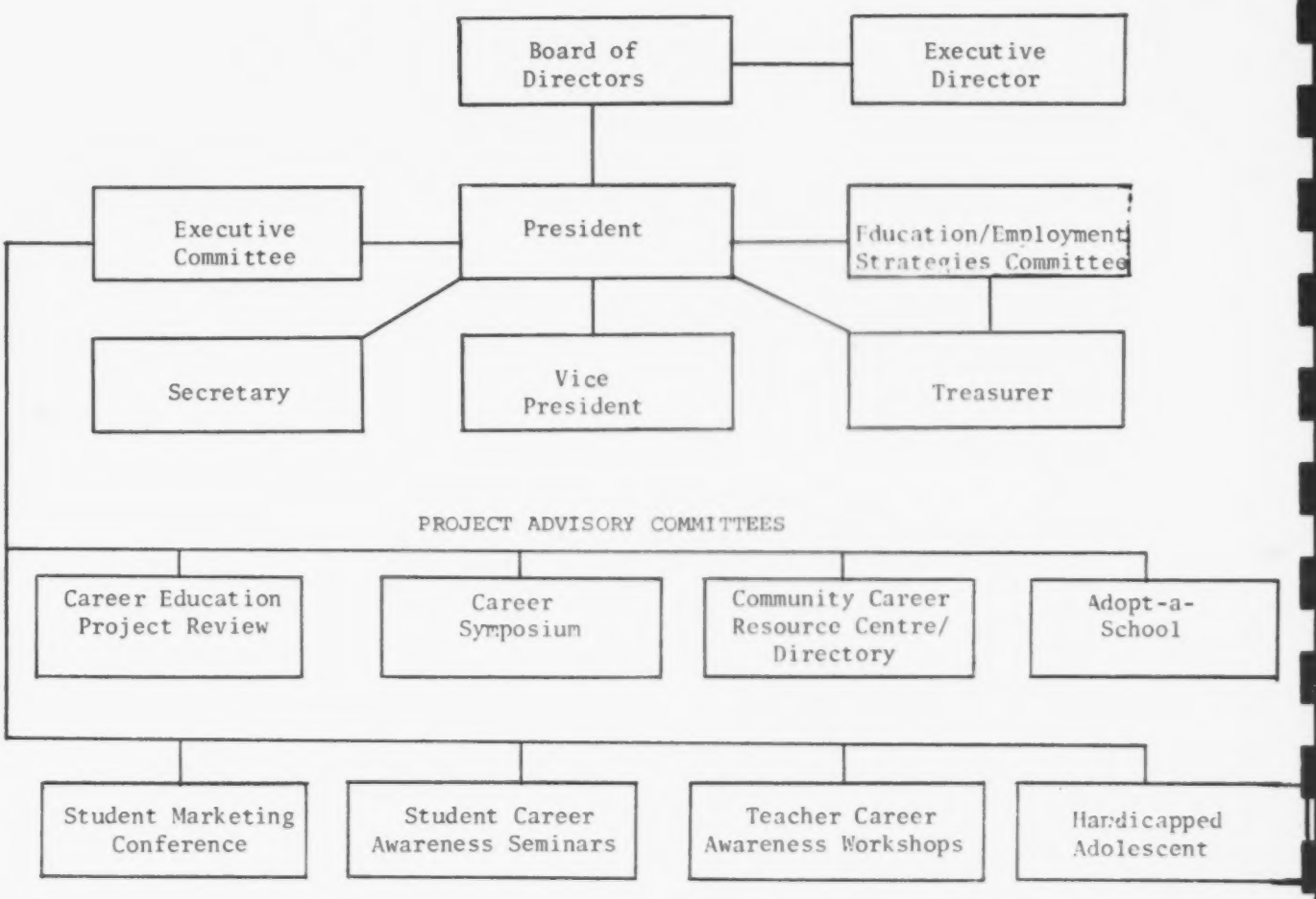
F. NPIEC FLOWCHART--CONT'D.



F. NPIEC FLOWCHART--CONT'D.


B
Month 11
ADVERTISE AND SELECT EXECUTIVE DIRECTOR, FACILITIES, EQUIPMENT
APPLICATION FOR NON-PROFIT CORPORATION, APPLICATION AS A CHARITABLE ORGANIZATION, PREPARATION OF BY-LAWS
DESIGN LOGO AND PREPARE LETTERHEAD
Month 12
SELECT SUITABLE PROJECTS FOR KICKOFF AND FIRST YEAR PROGRAM
OBTAIN SPONSORS AND VOLUNTEERS FOR DESIGNATED PROJECTS
PREPARE PR PROGRAM TO PROMOTE IEC AND PROJECTS
CONTINUE BD. OF DIR. MEETINGS, COMMITTEE PROGRESS REPORTS, NEW PROJECTS
DEVELOP EVALUATION PROCEDURES FOR PROJECTS

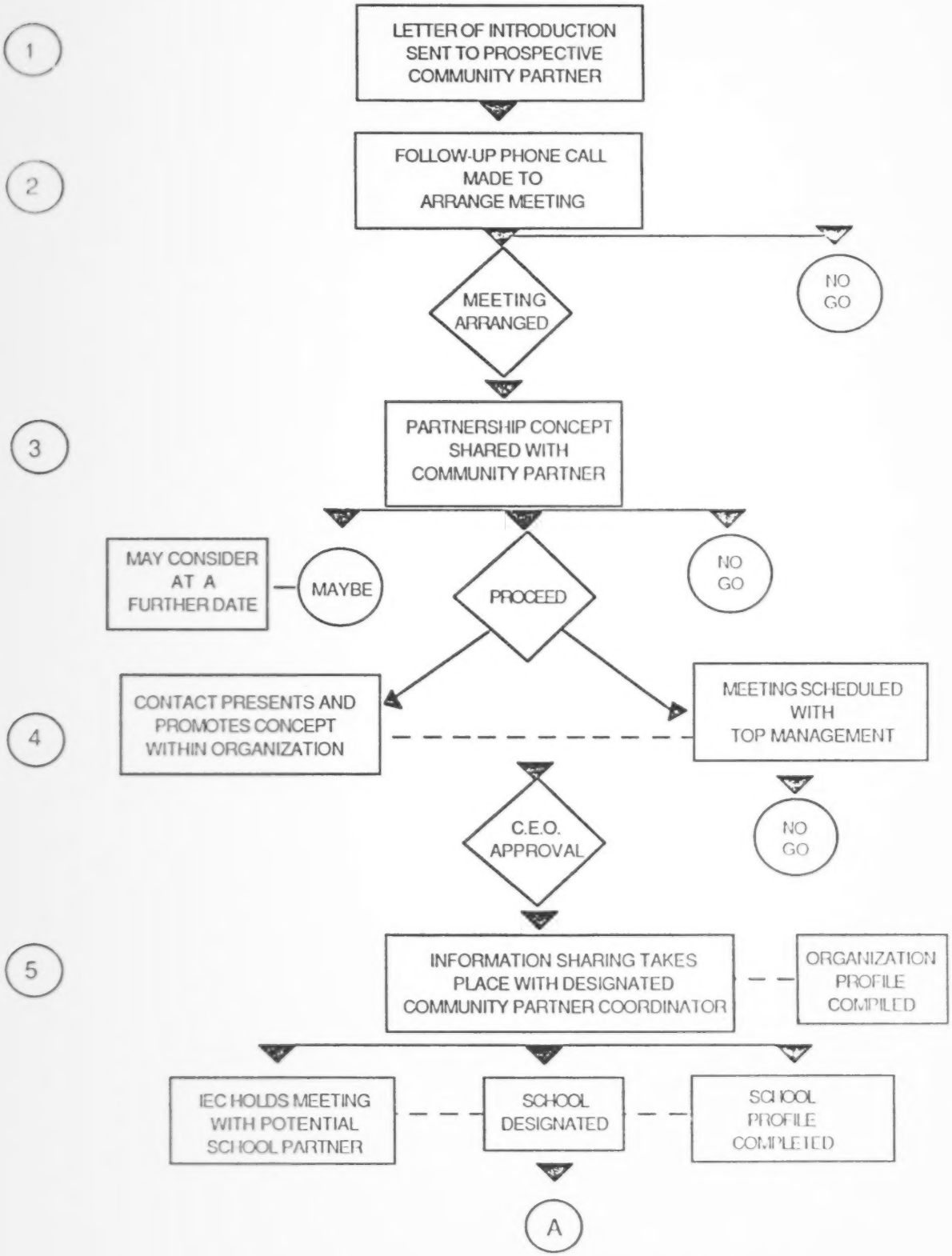
F.1 ORGANIZATION STRUCTURE



G. MAJOR TRANSITIONAL PROBLEMS FACED BY YOUTH ENTERING THE LABOUR FORCE

	Internal		External
1.	Lack of Self-Awareness	1.	Limited Employment/Placement Counselling in Schools
2.	Limited Life-Skills (communication & decision making)	2.	Extreme Competition for Entry Level Positions
3.	Limited Work Experience	3.	Lack of Employer Empathy for Youth Unemployment
4.	Limited Job-Search Skills	4.	Unfavourable Economic Conditions
5.	Lack of Commitment to the Existing Work Ethic (attitude, reliability)	5.	Lack of Goal-Oriented Employment Counselling
6.	Unstable Work History	6.	Misdirected Parental and Peer Pressure
7.	Unwillingness to Re-locate to More Favourable Employment Market Areas	7.	Limited Vocational Content in Existing Curriculum
8.	Entitlement (the free lunch concept)	8.	Lack of Available/Reliable Transportation to Local Employment Opportunities
9.	Lack of Confidence in Using Guidance and Employment Services	9.	Ineligibility for Subsidized Training Programs
10.	Limited Goal Formulation	10.	Limited Communication Between Employers and Government in Approaching the Problem of Youth Employment

H. A PARTNERSHIP DEVELOPMENT MODEL



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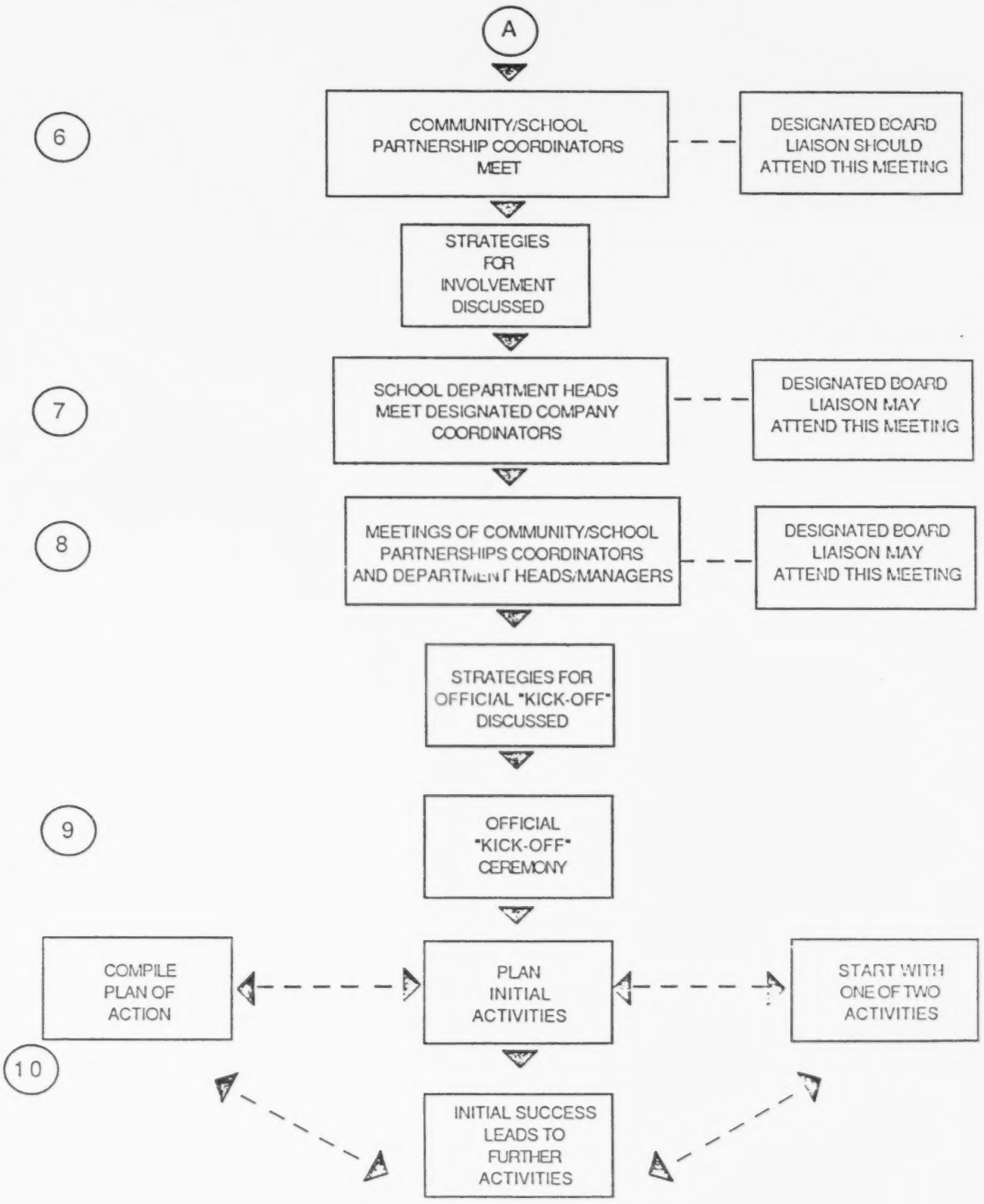
H. A PARTNERSHIP DEVELOPMENT MODEL--CONT'D.


A
6
COMMUNITY/SCHOOL PARTNERSHIP COORDINATORS MEET
DESIGNATED BOARD LIAISON SHOULD ATTEND THIS MEETING
STRATEGIES FOR INVOLVEMENT DISCUSSED
7
SCHOOL DEPARTMENT HEADS MEET DESIGNATED COMPANY COORDINATORS
DESIGNATED BOARD LIAISON MAY ATTEND THIS MEETING
8
MEETINGS OF COMMUNITY/SCHOOL PARTNERSHIPS COORDINATORS AND DEPARTMENT HEADS/MANAGERS
DESIGNATED BOARD LIAISON MAY ATTEND THIS MEETING
STRATEGIES FOR OFFICIAL "KICK-OFF" DISCUSSED
9
OFFICIAL "KICK-OFF" CEREMONY
COMPILE PLAN OF ACTION
PLAN INITIAL ACTIVITIES
START WITH ONE OF TWO ACTIVITIES
10
INITIAL SUCCESS LEADS TO FURTHER ACTIVITIES

H.1 SCHOOL PROFILE

School Profile

Please provide the following information which will enable the IEC to adequately describe your school to a potential community partner:

A. School Name: _____

B. Address: _____

Postal Code: _____ Telephone _____

C. Principal: _____

Vice Principal(s): _____

D. Grades Served: _____

E. Designated School Partnership Coordinator(s):

NAME	POSITION	TELEPHONE
1.		
2.		
3.		

INDUSTRY-EDUCATION COUNCIL
(HAMILTON-WENTWORTH)
Mailing Address: P.O. Box 745, Station 'A', Hamilton, Ont. L8N 3M8
Location: 55 York Boulevard (416) 529-4483

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Employment and Immigration Canada

F. The following provides a list of possible activities that you may want to undertake with a community partner:

Please priorize each of the following items using the rating system below:

1 = low priority

2 = medium priority

3 = high priority

PARTNERSHIP ACTIVITIES	PRIORITY
1. Work-Study for Students such as co-op education: (specify area)	
_____	_____
_____	_____
_____	_____
_____	_____
2. Job Shadowing: (specify area)	
_____	_____
_____	_____
_____	_____
3. Field Trips and/or Tours of Partner's Facilities	_____
4. Work Experience for Teachers	_____
5. Career Education/Vocational Education	_____
6. Job Search Techniques/Interview Preparation	_____

PARTNERSHIP ACTIVITIES		PRIORITY
7. Tutoring:		
Subject Areas	Grade/Group	
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
8. Mini-Courses for teachers and/or students: (specify subjects or specialized skills)		
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
9. Classroom/Auditorium Speakers: (specify subject/topic areas)		
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
10. Athletic Events:		_____
11. Achievement Improvement:		_____

H.1 SCHOOL PROFILE--continued

PARTNERSHIP ACTIVITIES	PRIORITY
12. Attendance Improvement:	_____
13. Special Recognition Awards (specify):	
_____	_____
_____	_____
_____	_____
14. Career Days/Evenings (students/parents):	_____
15. School Clubs (specify):	
_____	_____
_____	_____
_____	_____
16. Yearbook, Newsletters:	_____
17. Sponsoring Student Groups:	_____
18. Fine Arts/Photography:	_____
19. Competitions/Prizes:	_____
20. Other Partnership Ideas or School Needs (specify):	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

G. A list of facilities and services your school and staff could offer prospective community partners.

H. General comments regarding school priorities and area of emphasis.

Organization Profile

Please provide the following information which will enable the IEC to describe your organization to a potential school partner:

A. Name of Community Organization: _____

B. Address: _____

Postal Code: _____ Telephone: _____

C. Designated Community Partnership Coordinator(s):

	Name	Position	Telephone
1.			
2.			
3.			

Please priorize on a scale of 1 to 7 the following list of possible activities that you might consider participating in by using the rating system below:

1 = high

7 = low

	PARTNERSHIP ACTIVITIES	PRIORITY
1a.	Capability of providing cooperative education placements and job shadowing opportunities for students.	
b.	Capability of providing cooperative work experience for teachers.	
2.	Resources/Personnel available for career preparation of young people, such as: career days, job search techniques, interview preparation, etc.	

INDUSTRY-EDUCATION COUNCIL
(HAMILTON-WENTWORTH)
Mailing Address: P.O. Box 745, Station 'A', Hamilton, Ont. L8N 3M8
Location: 55 York Boulevard (416) 529-4483

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H.2 ORGANIZATION PROFILE--continued

PARTNERSHIP ACTIVITIES	PRIORITY
3. Resources/Personnel available for special activities, such as: athletic events, awards/prizes, school clubs, etc.	_____
4. Resources/Personnel available for student incentive programs such as: achievement/attendance improvement, tutoring, mentoring, etc.	_____
5. Capability of providing field trips and tours of your organization for students and school personnel groups.	_____
6a. Capability of providing classroom/auditorium speakers.	_____
b. Capability of teaching mini-courses for either students or teachers.	_____

7. List other Partnership Ideas: (Perhaps there is a unique program or service which you could offer your "adopted" school!)

8. A list of facilities or services your organization would like to access from your school partner.

H.3 GOALS FOR THE SCHOOL

THE GOALS	THE BENEFITS
To provide students and staff with enrichment experiences by utilizing business expertise to supplement the skills of school personnel.	Students are motivated to learn, staff develop new teaching strategies and variety is added to the curriculum.
To assist the school system in making students more employable.	Students and staff receive business perspectives on skills needed by future job seekers.
To improve student attitudes toward school and work and demonstrate how basic and specialized skills are used in industry.	Students receive opportunities to see business first hand through field trips and tours, and one-on-one interaction with interested volunteer employees.
To ensure that today's youth become knowledgeable and responsible citizens.	Students receive more intensive career education, including guidance on interview skills, resume writing and other important tips for succeeding in the workplace.
To develop a better understanding by business and community organizations of the needs and responsibilities of the school system.	Everybody realizes that contributions made through cooperative efforts such as Adopt-a-School represent an investment in human resource development.

H.4 PROGRAM COORDINATOR

Duties and Responsibilities:

1. Serve as the facilitator for each Adopt-a-School program.

2. Present the partnership concept to interested businesses, community organizations, schools and school boards.

3. Meet with school principals to explain the program and secure expressions of interest.

4. Contact potential business partners for the schools.

5. Set up meetings and foster understanding between designated business and school coordinators; provide program guidance/ideas according to school needs and available business/industry resources.

6. Keep in regular contact with each business and school, providing support, encouragement, and smoothing any administrative difficulties that may arise at either the business or the school.

7. Publicize partnership programs with schools, businesses, the media and other interested communities.

8. Review and evaluate the programs on a regular basis.

9. Prepare reports, as required, to summarize Adopt-a-School activities.

10. Prepare a "How To Handbook" for use by the cooperating partners and for promoting new programs.

INDUSTRY-EDUCATION COUNCIL/HAMILTON-WENTWORTH
P.O. Box 745, Station "A", Hamilton, Ontario L8N 3M8 (416) 529-4483

PARTNERS IN EDUCATION - "ADOPT-A-SCHOOL" MEETING

Tuesday August 18, 1987 3:00 P.M.

Connaught Hotel
(Administration Office, Plaza Level)

P R O P O S E D A G E N D A

1. Introductions

2. Partnership Progress in Hamilton-Wentworth

3. Cathedral Boys/Cathedral Girls Possible Involvement in a Joint Partnership with the following Community Partners:

   Amity Goodwill Industries
   Connaught Hotel
   Hamilton-Wentworth Lung Association
   W.L. Griffin Printing Ltd.

   3.1 School Profile
   3.2 Short Term Objectives
   3.3 Long Term Objectives

4. Community Partners Involvement in a Partnership with Cathedral Girls/Cathedral Boys

   4.1 Organization Profile

5. What Cathedral Girls/Cathedral Boys Can Offer Their Community Partners

6. Discussion

7. Next Stop

8. Adjournment

Industry-Education
Council
(Hamilton-Wentworth)

Certificate of Appreciation

to

for participating in our "Partnerships in Education"
Project for the ultimate benefit of
our community's youth.

President

Director of Education

H.6 RECOGNITION CERTIFICATE

H.7 FUNDING LETTER

INDUSTRY-EDUCATION COUNCIL/HAMILTON-WENTWORTH
Mailing Address: P.O. Box 745, Station 'A', Hamilton, Ont. L8N 3M8
Location: 55 York Boulevard (416) 529-4483

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Hamilton & District Association for Mentally Retarded
• Hamilton and District Chamber of Commerce
Hamilton & District Chartered Accountants Association
Hamilton Automobile Club
• Hamilton Board of Education
Hamilton Foundation
Hamilton Motor Products
Hamilton Public Library
Hamilton Status of Women Sub-Committee
Hamilton-Wentworth Region
• Hamilton-Wentworth Roman Catholic School Board
J.I. Case
Jarvis B. Webb Co. of Canada Ltd.
John Deere Limited
Junior League of Hamilton-Burlington
Lewis Energy Management Inc.
Lime Ridge Mall
M & A Candy Co. Ltd.
M & T Chemicals Ltd.
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Metropolitan Hamilton Real Estate Board
• Mohawk College
National Slag Limited
Navistar International Corporation Canada
O'Brien Installations Ltd.
• Ontario Ministry of Education
Ontario Women's Directorate
Otis Canada, Inc.
Park Business College
• Personnel Association of Hamilton
Price Waterhouse & Co.
Procter and Gamble Inc.
R.T. Kelley Inc.
Rotary Club
Royal Bank of Canada
Royal Insurance
Royal Oak Dairy Ltd.
Sandra G. McLeod, C.A.
Scotia Bank
Sears Canada Inc.
Slater Industries Inc.
Society of Management Accountants
Soroptomists
Spicer MacGilliveray
Stanley Precision Inc.
• Stelco Inc.
Sterling Print Ad.
Susan Shoes Industries Limited
The Coppley, Noyes & Randall Ltd.
The Hamilton Spectator
Thorne Ernst & Whinney
Toronto Dominion Bank
Tridon Limited
True Temper Canada
Union Drawn Steel Co. Ltd.
Union Gas Ltd.
United Steel Workers of America
• Wentworth County Board of Education
• Westinghouse Canada Inc.
Zurik Data of Hamilton Ltd.
• Xerox Corporation

March 24, 1987

Dr. Wally Pieczonka, President
Linear Technology Inc.
P.O. Box 489, Station 'A'
Burlington, Ontario
L7R 3P5

Dear Dr. Pieczonka:

In your position of responsibility, would you be able to assess our Council's new program "Innovative Partnerships in Education" (Adopt-a-School), to determine whether it meets your corporation's donations objectives.

I have enclosed our annual report, Update '86-'87, which provides a review of our history and recent activities and outlines the Adopt-a-School program on page 8. This year we are attempting to expand our model partnership between Procter and Gamble Inc. and Delta Secondary School throughout our community. On January 21, 1987 Dofasco Inc. partnered with Orchard Park Secondary School (see enclosed Partnership Update for more details).

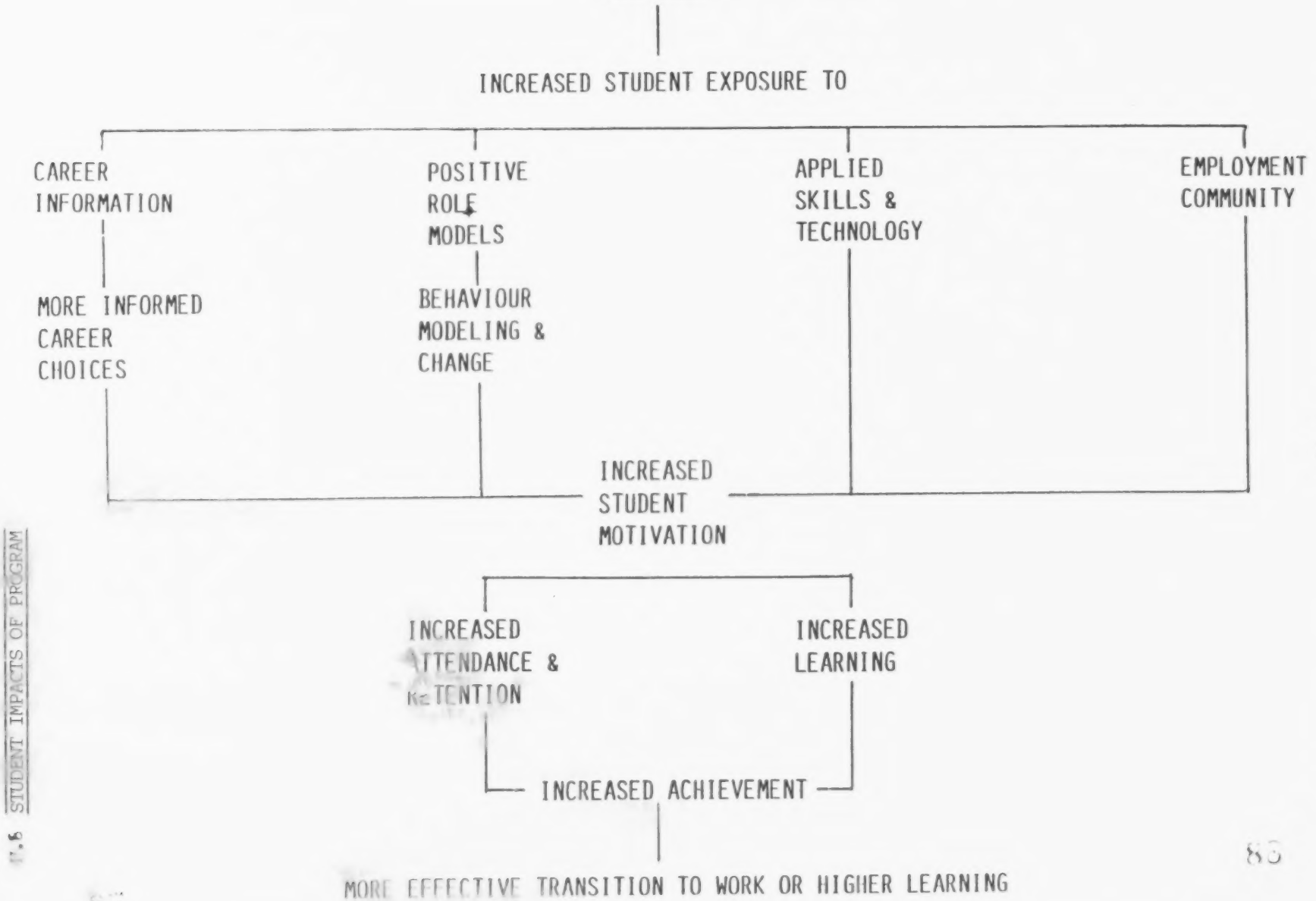
Presently, we have a number of such partnerships in process. Our goal is to find community partners for each high school in the Hamilton-Wentworth Region. The Industry-Education Council hopes that your corporation can assist us with this new initiative. We look for your support to help us continue initiating and developing innovative partnerships for the ultimate benefit of our youth.

Sincerely yours,

Bob Philip
Executive Director

BP:rw
Enclosures--(2)

STUDENT IMPACTS OF THE INNOVATIVE PARTNERSHIPS IN EDUCATION PROGRAMS



How satisfied are you with the following aspects of your experience in the adopt-a-school program? Please rate each factor from one to five, based on the following scale.

1= very satisfied
2= quite satisfied
3= undecided
4= not very satisfied
5= not at all satisfied

1. The extent to which you are able to meet the needs which are expressed [ ] by your partner.

2. The degree to which you are able to respond to needs that you feel [ ] are important.

3. The extent to which you agree with your partnerl about priorities within the project. [ ]

4. The amount of planning that goes into partnership activities. [ ]

5. The amount of help you receive from your partner in planning the activities. [ ]

6. The amount of help you receive from your partner in staging the activities. [ ]

7. The kind of activities that you get involved in. [ ]

8. The degree of enthusiasm in most of the personnel within your partner organization. [ ]

9. The degree of enthusiasm in most of the students. [ ]

10. The way the sudents interact with personnel from your partner organization. [ ]

11. The kinds of students who get involved in activities. [ ]

There are a number of different kinds of students who could get involved with adopt-a-school activities. Listed below are some of the target groups that have been discussed in different projects. Please indicate the extent to which you think adopt-a-school activities could help each of these groups. Please utilize the following rating scale-

1= I think they could provide considerable assistance to this kind of student.
2= I think they might be of some assistance to this type of student.
3= I don't think they could be of much help to this kind of student.
4= I don't know whether or not they could help this kind of student.

1. Gifted students who need an enriched experience. [ ]

2. Students who are thinking about dropping out of school. [ ]

3. Students who want to know more about the kinds of occupations contained in this organization. [ ]

4. Female students who are interested in pursuing non-traditional careers. [ ]

5. Students who aren't sure what they want to do after graduation. [ ]

6. Students who are apathetic about school. [ ]

7. Students with very poor work habits. [ ]

8. Students who are interested in apprenticeship programs. [ ]

9. Other(please specify)_____

I. EVALUATION QUESTIONNAIRE FOR WOMEN ROLE MODELS

INDUSTRY-EDUCATION COUNCIL/HAMILTON-WENTWORTH
P.O. Box 745, Station "A", Hamilton, Ontario L8N 3M8 (416) 529-4483

CAREER AWARENESS SEMINARS

For Grade Eight and Ten Girls

Presenters' Questionnaire

To enable our Advisory Committee to make future plans, we would appreciate your comments/suggestions.

1. Did the seminar program meet your expectations?

   ____ Yes ____ No (please explain) _____

   _____

2. Did the students' reaction to your presentation meet your expectations?

   ____ Yes ____ No (please explain) _____

   _____

3. Did you find the time alloted for the dialogue session:

   ____ Adequate ____ Inadequate (please explain) _____

   _____

4. Was the contact information provided prior to your presentation:

   ____ Adequate ____ Inadequate (please explain) _____

   _____

5. What could we have done to improve or facilitate the seminar program?

   _____

   _____

6. Do you have any general comments/suggestions? _____

   _____

7. Would you be willing to participate in a similar program in the future?

   ____ Yes ____ No

   NAME _____ ORGANIZATION _____

J. CAREER DAY

ESTIMATED EXPENDITURES

Orientation Meeting/Reception - April 12

Rental of Facilities	$ 120.00
Food and Beverage Services	500.00

Career Day - April 27

Rental of Facilities	$ 500.00
Luncheon (140 @ $4.50 + 7%)	674.10
Coffee/Juice (300 @ $0.40 + 7%)	128.40
Signage, Name tages, etc.	77.50
*Total Estimated Expenditures:	$2 000.00

*Note: This does not include in-kind contributions such as art work and printing of forms, tickets, posters, programs, photography and Mohawk College guides.

The Hamilton & District Chamber of Commerce

J.1 BUSINESS SUB COMMITTEE--CAREER DAY RESPONSIBILITIES

1. Identify and Assign Cluster Captains
2. Identify and Contact Resource Participants
3. Identify Potential Sponsors
4. Solicit Sponsorship
5. Invoice and Acknowledge Sponsors
6. Organize Orientation Meeting
7. Prepare/Distribute Presenter Handouts
8. Coordinate Cluster Presentations
9. Distribute Questionnaires and Thank You Letters
10. Summarize Presenter Evaluation Questionnaires

J.2 EDUCATION SUB-COMMITTEE--CAREER DAY RESPONSIBILITIES

1. Determine Theme
2. Review/Revise Career Cluster Organization
3. Define Optimum Cluster Sizes and Determine Room Requirements
4. Review Program Format
5. Review Ticket Design
6. Review and Clarify Student Preparation and Handouts
7. Define School Orientation/Publicity Program
8. Determine Student Interests and Allocate Tickets
9. Determine Cluster Resource Participant Requirements
10. Prepare/Distribute Printed Program
11. Identify and Assign Counsellor Coordinators
12. Summarize Student and Teacher Reactions

J.3 MOHAWK COLLEGE LETTER OF CONFIRMATION

Mohawk College
of Applied Arts
and Technology

March 29--

Mrs. Joan Berta, Chairman
Education and Student Services Committee
The Hamilton & District Chamber of Commerce
100 King Street West, Suite 830
Hamilton, Ontario L8P 1A2

Dear Joan:

We have booked facilities at our Fennell Campus for The Hamilton & District Chamber of Commerce Career Day as follows:

Orientation Meeting--Thursday, April 12, 19--

Lecture Hall C124/125	3:00 p.m. - 5:00 p.m.
Faculty Lounge C110	4:00 p.m. - 6:00 p.m.

Career Day--Friday, April 27, 19--

See room assignments attached.

The fee for these facilities will be the same as last year, $500.00 for Career Day, and $75.00 for the Orientation Meeting.

The sandwich luncheon for Career Day will be served in the North Cafeteria and the cost will be $4.00 per person. The contract from Beavor Foods is enclosed. Please sign and return it at your earliest convenience.

Enclosed please find floor plans of Fennell Campus. They may be useful to you in your planning.

If you have any questions or concerns, feel free to call. Welcome back!

Yours truly,

Laura McFadden
Consumer Services Department

Fennell Avenue and West 5th, P.O. Box 2034, Hamilton, Ontario, Canada L8N 3T2 (416) 575-1212
Hamilton Telex 061-8348

CAREER PATHS FOR TOMORROW'S WORLD

...WHAT IS IT?

A Career is any occupational path chosen in which one invests the major part of one's life

Career Paths For Tomorrow's World provides an opportunity for students to talk with career resource persons from a wide variety of occupations. Through these discussions the student may acquire information regarding:

- career GOALS and SKILLS
- career ATTITUDES
- needed VALUES
- aspects of WORK

What is needed?

Your interest! Why don't you plan now to attend, so you have the opportunity to explore the "WORLD OF WORK"

Students are free initially to choose the community resource people they talk with. This allows them to learn about occupations they are interested in, exploring to gain a better understanding of the educational requirements, skills needed, experience recommended, working conditions and expected earnings for those fields.

Career Paths For Tomorrow's World is a beginning. It provides an opportunity for continuing communication between students, counsellors and the working community.

Career Paths For Tomorrow's World helps to acquaint the student with work as an integral part of their developing life-style . . .
and,
it may help the student see some real relationships between what is being studied in the classroom with what is required on the job.

Why is Career Paths For Tomorrow's World of Importance to Students?

You are all too aware of the statistics:

- many students enter the labor market without marketable skills!
- many graduates and program leavers make poor initial job choices which may result in excessive job changes at enormous cost to the individual and society!
- many students look at the business world as something to distrust!
- many young workers do not have the ability to adjust to or change with the rapidly changing technology of today, and find they cannot maintain current skills needed for continued employment.
- many with marketable skills lack the economic ability to manage their income or provide adequately for themselves or their families.

Career Paths For Tomorrow's World may help you to approach some of these problems due to an early exposure to the world of work!

How Does "CAREER PATHS FOR TOMORROW'S WORLD" work?

Dialogue sessions with representatives from a number of businesses and industries have been arranged in career clusters as follows:

1. Secretarial/Word Processing
2. Computers
3. Financial/Accounting
4. Health Sciences
5. Marketing/Retailing
6. Communications Arts
7. Police Services
8. Professions
9. Protective Services
10. Skilled Trades/Technology
11. Social Services
12. Transportation/Communications
13. Small Business
14. Hospitality/Tourism

After consulting with your counsellor, you may sign up to attend up to three sessions chosen from the above career clusters. At this time, too, you will receive a briefing from your counsellor which will include data pertinent to the career clusters you wish to investigate.

J.5 EVALUATION QUESTIONNAIRE

The Hamilton & District Chamber of Commerce

C A R E E R D A Y

Counsellors'/Presenters' Questionnaire

To enable us to plan future Career Days, we would appreciate your comments/suggestions.

☐ Counsellor ☐ Presenter (please check one)

1. Did the Career Day meet your expectations?

____ Yes ____ No (please explain) _____

_____

_____

2. Was the contact information provided prior to Career Day:

____ Adequate ____Inadequate (please explain) _____

_____

3. What did you like about this year's program? _____

_____

_____

4. What did you dislike about the program? _____

_____

_____

5. What changes or improvements would you recommend? _____

_____

_____

6. Would you consider participating in next year's Career Day?

____ Yes ____ No

7. Do you have any general comments/suggestions? _____

_____

_____

J.6 STUDENT EVALUATION CARD

EVALUATION

We hope that you enjoyed Career Day '86. Please take a few minutes to fill in this card. Leave it with a counsellor or presenter.

Your Name: _____

Your School: _____

	Yes	No
I had already decided on my career before coming to Career Day.	☐	☐
I discovered occupations at Career Day that I didn't know about before.	☐	☐
Career Day helped me to decide what occupations I should consider for my career.	☐	☐
I now know where to get more information about careers.	☐	☐
I would like another opportunity to: a. speak to a resource person	☐	☐
b. visit an occupational setting	☐	☐

Check the word(s) that best describes your impressions of Career Day '86:

Entertaining	☐	Useful	☐
Confusing	☐	Helpful	☐
Exciting	☐	Informative	☐
Boring	☐	Meaningless	☐

Suggestions: _____

_____

_____

K. CAREER RESOURCE DIRECTORY FACT SHEET

INDUSTRY-EDUCATION COUNCIL/HAMILTON-WENTWORTH
P.O. Box 745, Station "A", Hamilton, Ontario L8N 3M8 (416) 529-4483

AMBITIOUS CITY CAREER ACTION PROGRAM

The Industry-Education Council (Hamilton-Wentworth) is a newly formed organization made up of representatives from education, government, business/industry and labour. This Council, the first in Canada, is dedicated to bridging the gap between school and work.

"Ambitious City Career Action Program" is a federally funded project sponsored by the Industry-Education Council (Hamilton-Wentworth). The main objective of this project is to influence the career planning of young people and to foster community awareness of the career needs of youth. In this way, we hope to facilitate the transition of young people from school to work.

Presently, the unemployment rate of young people (under 24) is more than double the overall rate. Many students encounter serious problems in seeking employment after completing their education. There is an evident need for increased collaboration between the world of education and the world of work.

It is to this end that we are developing a Community Career Resource Directory, which will provide information about career-related resources and materials available in the Hamilton-Wentworth Region. This Directory will be utilized by the schools and locate volunteer resource people from the industry, business and labour communities, who will provide such services as:

1) speakers to meet with students in the classroom to discuss careers or occupations
2) tours of career-interest locations
3) "mock" employment interviews
4) work experience and co-operative education programs
5) career awareness workshops

The members of the Industry-Education Council believe that it makes SENSE and DOLLARS for people to work together in LINKING LEARNING WITH EARNING.

For further information please contact the IEC Office at P.O. Box 745, Station 'A', Hamilton, Ontario, L8N 3M8 (529-4483).

K.1 JOB DESCRIPTION FOR PROJECT WORKERS

CAREER RESOURCE DIRECTORY PROJECT

1. The Project Manager will:

*possess a knowledge of the Hamilton-Wentworth Region and an awareness of its available resources.

*have established contacts within Hamilton-Wentworth's education and business communities.

*be familiar with the goals and objectives of the Industry-Education Council (Hamilton-Wentworth).

*have experience in the area of career education and an understanding of the purpose of the Career Resource Directory and Career Information Guide.

*have a demonstrated ability to manage project time and to provide leadership and direction to project workers.

*have the ability to organize surveys and to assess data compiled by project workers.

2. The Project Workers will:

*be mobile and familiar with the Hamilton-Wentworth area.

*possess communications and human relations skills.

*have the initiative to contact area businesspersons, community agency, union and government representatives.

*be able to inform their contacts about the project and to assess their suitability as resource persons.

*be able to work with a minimum of supervision.

3. The Secretary will be expected to:

*perform receptionist duties (place outgoing calls, make appointments, greet visitors, etc.)

*communicate with top level people in a business-like manner.

*be an accurate typist (mainly from handwritten rough draft copy).

*organize Project Manager's daily schedule.

*be flexible in accepting work assignments.

K.2 SURVEY INSTRUMENT

CAREER RESOURCE QUESTIONNAIRE

CAREER INFORMATION INTERVIEW: (An on-site discussion between a worker and a student.)

How much advance notification is required? _____
How many interviews will you accept per year? _____
Number of students per interview? _____

"MOCK" JOB INTERVIEW: (For students who want a practice interview.)
How much advance notification is required? _____
How many interviews will you accept per year? _____
Number of students per interview? _____

CLASSROOM SPEAKER: (A discussion with an employer/employee about his/her field)
How much advance notification is required for classroom visits? _____
Maximum number of students to which you are willing to speak? _____
How many classroom visits are you willing to accept per year? _____
On what career topics are you willing to speak? _____

_____

Will you be providing printed or audio-visual material? Yes _____ No _____
Please give details on the back.

SHADOWING: (A knowledgeable student observes a worker for part of a day).
How much advance notification is required? _____
How many students will you accept per year? _____

TOURS: (Emphasis on the types of occupations in a firm or organization.)
How much advance notification is required? _____
How many tours will you accept per year? _____
What area will be covered in the tour? _____
Approximate length of tours? _____
Best time in the day for tours? _____

If you have any suggestions for additional resource people please list them on the reverse side of this questionnaire.

Please return to:

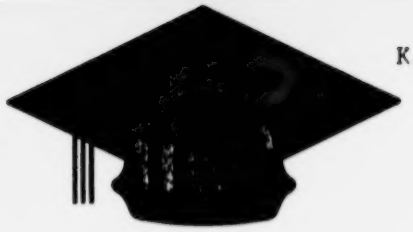
Career Resource Centre
Hamilton Public Library
55 York Boulevard
Hamilton, Ontario
L8R 3K1

From:

Name _____
Position _____
Employer's Name _____
Address _____

_____

_____



INDUSTRY-EDUCATION COUNCIL/HAMILTON-WENTWORTH

P.O. Box 745, Station 'A'
Hamilton, Ontario
L8N 3M8

We are writing to ask for your support in developing the Industry-Education Council's CAREER RESOURCE DIRECTORY. The Directory is being used to assist a variety of education-work programs in the Hamilton-Wentworth Region through a centrally co-ordinated Career Resource Centre operated under the auspices of the Hamilton Public Library.

Resource people are requested to occasionally participate as guest lecturers at local schools and colleges or for Career Days, and to be hosts for plant tours. In some cases, resource people are asked to demonstrate their skills to junior and senior high school students expressing an interest in a particular occupation.

Declining enrolments in our high schools today will result in a decline in the supply of human resources in the very near future. A concerted effort must be made now to expose our young people to a variety of work situations and issues to insure the best possible match between their interests and talents and their chosen career.

With your co-operation and assistance, we are confident that our educational institutions can maximize the development of human resources within our Region.

May we add your name to our roster? If you prefer to limit your participation to a particular number of contacts, time frame, or geographical area within the Hamilton-Wentworth Region, please advise us when you complete the enclosed reply questionnaire.

Perhaps you will be able to refer us to others interested in helping with this important project. We will appreciate your interest and co-operation and any suggestions that you can provide.

Sincerely,

Bob Philip

Bob Philip
Executive Director

BP:rb
Enclosure

K.4 Card File Sample

CLUSTER _____

EMPLOYER'S NAME _____

ADDRESS _____ TELEPHONE _____

CONTACT PERSON _____ POSITION _____

PRODUCT OR SERVICE _____

_____

ORGANIZATION CAN PROVIDE:

- ☐ SPEAKERS: TOPICS _____
- ☐ TOURS: _____
- ☐ SHADOWING: _____
- ☐ CAREER INFORMATION INTERVIEWS _____
- ☐ MOCK INTERVIEWS _____
- ☐ STUDENT WORK EXPERIENCE _____
- ☐ TEACHER WORK EXPERIENCE _____
- ☐ EXECUTIVE EXCHANGE _____

RECORD OF CONTACTS

DATE	RESOURCE PERSON	ACTIVITY

COMMENTS _____

_____

_____

_____

K.5 CAREER ACTIVITY REQUEST FORM

INDUSTRY-EDUCATION COUNCIL/HAMILTON-WENTWORTH
P.O. Box 745, Station "A", Hamilton, Ontario L8N 3M8 (416) 529-4483

Return to: Career Resource Centre
Hamilton Public Library
55 York Boulevard
Hamilton, ON L8N 3K1
Phone: 529-8111 Ext. 307

Date _____

CAREER ACTIVITY REQUEST

Complete a separate request form for each activity requested. Please mail request to the Career Resource Centre at least two weeks prior to the date needed.

School _____ Phone _____

Street _____ City _____ Code _____

Student _____ Course _____ Grade _____

Teacher/Counsellor _____

Check type of Resource Requested:

_____ CLASSROOM SPEAKER: For grades K-13; a discussion with an employer or employee about his/her career field. (Elementary teachers are invited to use the CRC to supplement the use of parents as career speakers.)

_____ PLANT/OFFICE TOUR: For grades 7-13; a tour with emphasis on the types of occupations in a firm or organization.

_____ CAREER INFORMATION INTERVIEW: For grades 9-13; an on-site discussion between a worker and a student.

_____ "SHADOWING": For grades 10-13; an on-site experience in which a knowledgeable student observes a worker for part of a day.

_____ "MOCK" JOB INTERVIEW: For graduating students who want a practice interview in small groups or on a one-to-one basis.

Career Area _____

(Where needed, specify a job title in addition to Career Area.)

Alternate Career Area _____

Preferred Date: _____ Preferred Time: _____

In case the activity cannot be scheduled at the preferred time, state the flexibility you have in being able to accommodate the activity on another date.

EDUCATING TOMORROW'S WORKFORCE !

PARTNERSHIPS FOR THE FUTURE

P.O. Box 745, Station "A"
Hamilton, Ontario L8N 3M8
Telephone: (416) 529-4483

INDUSTRY EDUCATION *Symposium*

In 1987, the Hamilton and District Chamber of Commerce established a "Partners In Excellence" Committee to promote programs aimed at developing required skills training. The Chamber believes that Canada possesses a well-educated work force, but that there is a lack of training in the skills which will be required to make Canadian industry competitive in international markets.

If this is the case, our greatest asset in terms of future economic development has to be our educational system. A trained workforce is the key to increased productivity and to competing successfully in world markets. Quality educational programs and activities, customized training, innovative research, and highly skilled technical assistance needs to be encouraged. With technology changing at such a rapid pace, developing effective co-operation and collaboration between and among all of the economic partners and investing in human resources are the best ways to increase innovation, productivity and quality.

The Symposium will serve as a public forum to promote a co-operative approach to developing appropriate skills training programs through partnerships. It will also serve to demonstrate that education has much to contribute to both economic growth and the development and utilization of technology.

Objectives of Symposium '88

1. To create greater awareness of the important role of education in economic development.

2. To promote awareness of partnerships between and among education, business, labour, government and community agencies so as to foster and strengthen regional economic and human resource development.

3. To promote the design and implementation of educational programs that match the skills training needs of business and that maximize the scarce resources of business, labour, education and government.

4. To help create awareness and alleviate duplication of training efforts and develop linkages, partnerships and co-operative plans between and among representatives of education, business, labour, government and community organizations.

IEC
Industry - Education Council

OCEA
Ontario Co-operative Education Association

The Regional Municipality of Hamilton-Wentworth

Hamilton and District Chamber of Commerce

EDUCATING TOMORROW'S WORKFORCE !

PARTNERSHIPS FOR THE FUTURE

P.O. Box 745, Station "A"
Hamilton, Ontario L8N 3M8
Telephone: (416) 529-4483

Career Symposium

Statement of Revenue & Expenditures **1987**

Revenue		
Registrations	$ 12 725.00	
TOTAL		$ 12 725.00
Expenditures		
Convention Centre	$ 5 732.14	
Nutrition Break	45.00	
Parking	165.55	
Printing	1 618.31	
Office Supplies	94.48	
Meetings	126.82	
Postage	138.24	
Community-Based Learning Awards	294.25	
Speaker Gifts	288.53	
Bank Charges	12.00	
Miscellaneous	17.41	
Photography	46.81	
Flowers	210.86	
TOTAL		$ 8 790.40
Surplus		$ 3 934.60

Industry - Education Council

Ontario Co-operative Education Association

The Regional Municipality of Hamilton-Wentworth

United Steelworkers of America

Hamilton and District Chamber of Commerce

M. EVALUATION FORM USED FOR CAREER AWARENESS WORKSHOPS

INDUSTRY-EDUCATION COUNCIL/HAMILTON-WENTWORTH

COMMUNITY RESOURCES/CAREER AWARENESS WORKSHOP

PARTICIPANTS' QUESTIONNAIRE

To enable the IEC to plan next year's Workshops for your colleagues, we would appreciate your response to the following questions:

1. What did you like/dislike about the Workshop Series? _____

_____

_____

_____

2. What did you find most interesting/helpful? _____

_____

_____

3. How would you rate the following Workshops:

	Organization/Location	Low 1	2	3	4	High 5	N/A
a.	H-W Region						
b.	C.E.I.C.						
c.	Stelco (Office)						
d.	Dofasco (Plant)						
e.	Spectator						
f.	Drummond McCall						
g.	St. Joseph's Hospital						
h.	Royal Connaught Hotel						
i.	United Steelworkers						
j.	Bell Canada						
k.	Procter and Gamble						
l.	Hamilton Motor Products						
m.	Alec Murray Real Estate						
n.	Skyway Life Insurance						
o.	Westinghouse Canada						
p.	McDonald's Restaurants						
q.	Firestone Inc.						
r.	Cambridge Clothes						

PARTICIPANTS' QUESTIONNAIRE

4. What general comments/suggestions do you have about any aspect of the Workshop Series?

_____

_____

_____

_____

_____

_____

_____

_____

5. Do you have any suggestions on how the IEC can better serve educators/ students/community?

_____

_____

_____

6. What additional areas in the work force would you like to see?

_____

_____

7. Would you recommend a similar Workshop Series to your colleages?

Yes ____ No ____

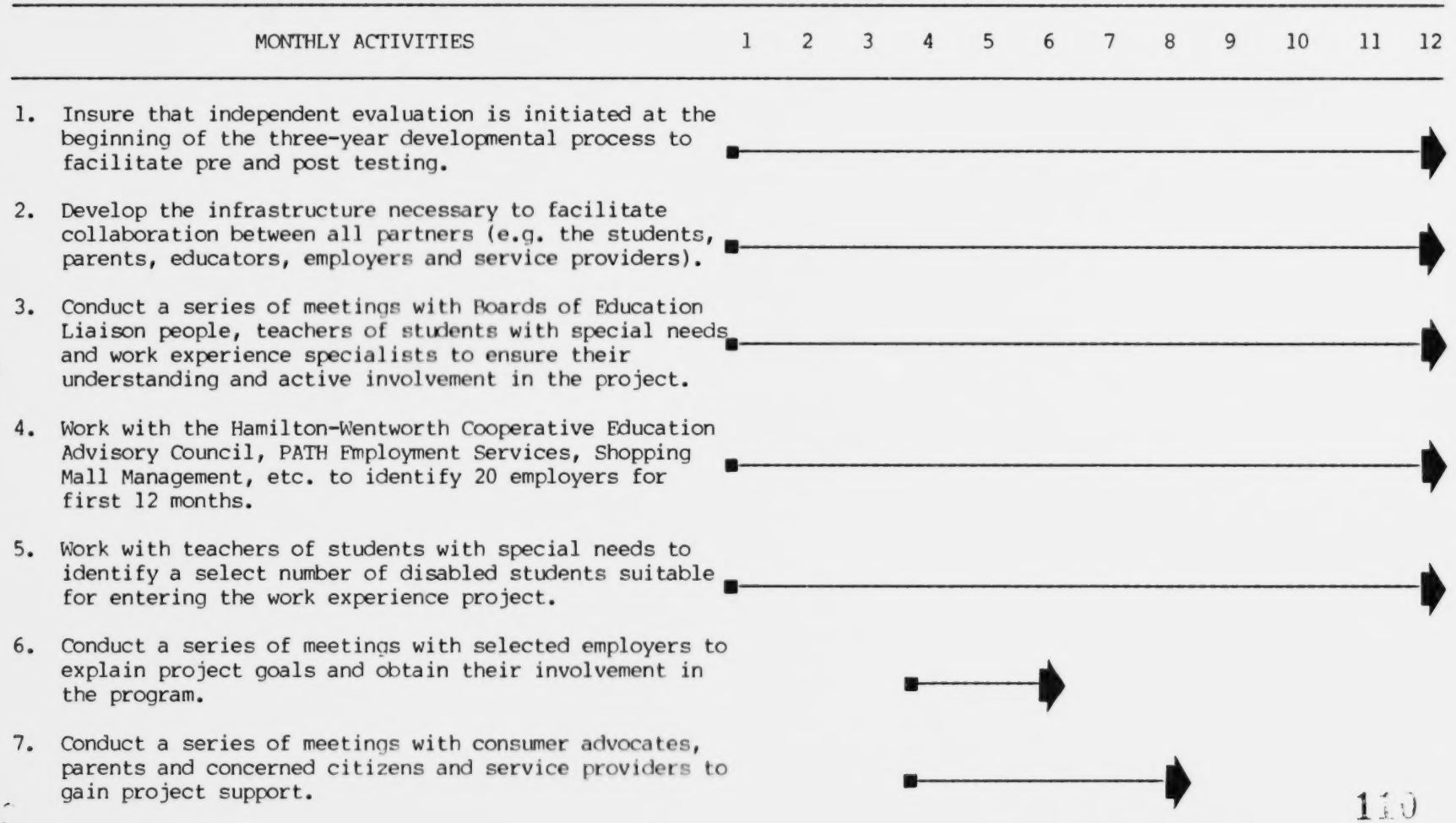
8. If you answered "yes" in question six above, would you be willing to nominate an interested candidate to represent any Department in your school for next year's Series. Yes ____ No ____

Tentative Nominee _____

INDUSTRY-EDUCATION COUNCIL (HAMILTON-WENTWORTH)

HANDICAPPED ADOLESCENT PROJECT: "OPERATION EMPLOYABILITY"

N. MONTHLY ACTIVITIES FOR FIRST 12 MONTHS


MONTHLY ACTIVITIES
1 2 3 4 5 6 7 8 9 10 11 12
1. Insure that independent evaluation is initiated at the beginning of the three-year developmental process to facilitate pre and post testing.
2. Develop the infrastructure necessary to facilitate collaboration between all partners (e.g. the students, parents, educators, employers and service providers).
3. Conduct a series of meetings with Boards of Education Liaison people, teachers of students with special needs and work experience specialists to ensure their understanding and active involvement in the project.
4. Work with the Hamilton-Wentworth Cooperative Education Advisory Council, PATH Employment Services, Shopping Mall Management, etc. to identify 20 employers for first 12 months.
5. Work with teachers of students with special needs to identify a select number of disabled students suitable for entering the work experience project.
6. Conduct a series of meetings with selected employers to explain project goals and obtain their involvement in the program.
7. Conduct a series of meetings with consumer advocates, parents and concerned citizens and service providers to gain project support.

N. MONTHLY ACTIVITIES FOR FIRST 12 MONTHS--continued

MONTHLY ACTIVITIES	1	2	3	4	5	6	7	8	9	10	11	12
8. Match selected students with participating employer's work placements based on assessments of functional skill and job requirements.						■	→	▶				
9. Introduce 10 disabled students to work experience placements by the end of the first 12 months of the project.							■	→	→	▶		
10. Conduct a continuous communications program to familiarize key segments of the community, the media and the general public with the principles and goals of the project.	■	→	→	→	→	→	→	→	→	▶		

N.1 NEWS RELEASE

Employment and Immigration Canada | Emploi et Immigration Canada

news release communiqué

May 25, 1986 FOR IMMEDIATE RELEASE

HAMILTON--Hamilton-West MP Peter Peterson today announced that the Industry Education Council of Hamilton-Wentworth will receive $195,000 under Employment and Immigration Canada's Innovations Program to fund a 36-month pilot project to help area disabled youth make the transition from school to the work force. The project, which is called Operation Employability, will also receive $230,000 from other sources, including the three Hamilton area boards of education, and will begin operation this month.

Operation Employability combines career exploration, counselling, and work experience and is expected to involve 45 disabled young people.

Depending on the participants' age and school level, they will initially spend half a day a week with employers observing employees in the various occupations in which they have indicated an interest. After the students have reached the legal working age, they will spend an increasing amount of their time in actual work placements. It is expected by the time the participants have graduated from school they will have spent half of their senior grades in the working world.

To assist students in their integration into the labour market, extensive counselling and other social services will be readily available.

As well, employers, parents and teachers involved in the project will be given in-depth orientation sessions, on-going guidance and other assistance to aid them in helping participants through the program.

...2/

Canada

At the end of the three-year developmental phase, the three local school boards are expected to incorporate the program into their regular curriculum for disabled students.

In making the announcement on behalf of Employment and Immigration Minister Flora MacDonald, Mr. Peterson said: "This project is one of the first of its kind in Canada, and it has tremendous potential for the disabled youth involved. I am certain that the success of Operation Employability will encourage other communities across the country to develop similar means of helping disabled young people gain the necessary skills and experience needed to pursue their individual career aspirations."

Innovations is one of six thrusts that together make up Employment and Immigration Canada's new Canadian Jobs Strategy announced by Miss MacDonald last year. Innovations' objective is to stimulate and support new and imaginative pilot programs, demonstration projects, and other initiatives which may improve the functioning of the nation's labour market.

The Strategy's other thrusts are: Skill Investment, aimed at preparing Canadians for future jobs and guarding against their skills bwecoming obsolete through technological change; Job Entry, which concentrates on providing work experience for young people seeking a first job and women re-entering the work force; Skill Shortages, which helps employers develop skilled labour to increase productivity and competitiveness; Job Development, which concentrates on improving the long-term employment prospects of the long-term unemployed; and Community Futures aimed at better understanding, anticipating and responding to the impact of social and technological change in communities.

- 30 -

For further information:

Frank Stanek, (416) 224-4432

N.2 OPERATION EMPLOYABILITY BUDGET

INDUSTRY-EDUCATION COUNCIL (HAMILTON-WENTWORTH)

HANDICAPPED ADOLESCENT PROJECT: "OPERATION EMPLOYABILITY"

PROPOSED BUDGET 1986-89 (Including Independent Evaluation)
1989-91 (Two Year Evaluation Follow-up)

	PHASE I 1986-87	PHASE II 1987-88	PHASE III 1988-89	FOLLOW-UP 1989-91
REVENUE				
Employment and Immigration Commission Innovations	$ 55 000.00	$ 55 000.00	$ 55 000.00	$ 30 000.00
Province of Ontario Inter-Ministry	7 500.00	10 000.00	10 000.00	-
Regional Municipality of Hamilton-Wentworth	5 000.00	5 000.00	5 000.00	-
Donations from community organizations	5 000.00	5 000.00	5 000.00	-
Chedoke-McMaster Hospitals (Office Space)*	5 000.00	5 000.00	5 000.00	-
Boards of Education (Human Resources)*	7 500.00	25 000.00	45 000.00	-
Employer Partners (Human Resources)*	10 000.00	25 000.00	45 000.00	-
Total Revenue	$ 95 000.00	$130 000.00	$170 000.00	$ 30 000.00

*Donations in-kind and offsetting costs.

N.2 OPERATION EMPLOYABILITY BUDGET--CONT'D.

EXPENDITURES	PHASE I 1986-87	PHASE II 1987-88	PHASE III 1988-89	FOLLOW-UP 1989-91
Professional Staff Salaries and Benefits	$ 33 000.00	$ 35 000.00	$ 37 000.00	-
Administrative Expenses	5 000.00	5 000.00	5 000.00	-
Clerical Staff	7 000.00	7 000.00	7 000.00	-
Professional Services	2 000.00	2 000.00	2 000.00	-
Evaluation Consulting Fees	15 000.00	15 000.00	15 000.00	$ 30 000.00 (est.)
Program Material including Resource Manual	2 000.00	3 000.00	2 000.00	-
Office Rental*	5 000.00	5 000.00	5 000.00	-
Office Supplies	500.00	500.00	500.00	-
Telephones	500.00	500.00	500.00	-
Postage	500.00	500.00	500.00	-
Travel	1 500.00	1 500.00	1 500.00	-
Professional Development	1 000.00	1 000.00	1 000.00	-
Seminars, Workshops Conference Presentations	1 000.00	3 000.00	2 000.00	-
Meetings & Memberships	1 000.00	1 000.00	1 000.00	-
Boards of Education Human Resource Costs*	10 000.00	25 000.00	45 000.00	
Employer Partners Human Resource Costs* Program	10 000.00	25 000.00	45 000.00	
Total Expenditures	$ 95 000.00	$130 000.00	$170 000.00	$ 30 000.00
Surplus (Deficit)	ø	ø	ø	ø

*Estimated value of contributions in-kind

N.3 INDEPENDENT EVALUATION

"OPERATION EMPLOYABILITY"

PROPOSAL:

To develop, coordinate and evaluate "Operation Employability" an innovative vocational training program designed to enhance the employability of handicapped adolescents.

SPONSORSHIP:

The Industry-Education Council (Hamilton-Wentworth) whose mandate is to promote effective partnerships between education and other key sectors of the community and particularly to help to facilitate the transition of students from school to work.

OBJECTIVE:

To establish and evaluate a three-year community demonstration project designed to assist mentally and/or physically disabled young people to facilitate the transition from the classroom to the workplace through a series of progressive work experience placements.

LABOUR MARKET:

Approximately 600 mentally and/or physically disabled young people, ages 13-20 inclusive, who reside and attend school in the Regional Municipality of Hamilton-Wentworth.

INNOVATIVE ASPECTS:

Very few programs have been developed in an attempt to address the vocational needs of disabled students by properly preparing them for the systematic transition from school to work. The few programs that have been attempted have made some encouraging progress, but their success has been limited because they have lacked the extensive development, coordination and evaluation necessary to maximize success.

"Operation Employability" is unique in that it will involve three local Boards of Education in working together in partnership with local business, industry, labour, government and community agencies.

The program will involve progressively placing disabled students in transitional and supported work placements designed to give them a variety of vocational experiences. This in turn will help them to determine the function that they are best able to perform as a result of consistent and progressive vocational training.

In addition to emphasizing comprehensive development and community coordination, the program will be systematically monitored.

N.3 INDEPENDENT EVALUATION--continued

COORDINATION:

The Project Coordinator will report directly to the Executive Director of the Industry-Education Council, work closely with the Project Steering Committee and promote ongoing communication with, and input from, the Community Network Group. The development of an effective liaison between the schools and the market place will be a major priority of the project.

EVALUATION

The project will be evaluated on three levels: 1) process; 2) outcome; and 3) portability.

The evaluation will be designed to measure the impact of the work placements on various groups including the disabled students, their parents, their teachers, their workplace supervisors, participating organizations, the media and the general public.

In addition, the final outcome of the transitional training will be assessed as it relates to the increased employability of disabled students resulting from the development of community-based functional skills and successful vocational experiences.

A further criteria for the success of the project will be the ongoing continuation of the transitional and supported work experience program for handicapped adolescents. After the three-year community development phase is completed and government funding for the project concluded, the three local Boards of Education will maintain the program.

The overall goal of the evaluation process is to generate substantive data and a qualitative description of the process so that the success of the program can be measured and it can be replicated elsewhere.

An independent evaluator will be contracted in a consulting capacity to collect and analyze data to prepare the interim and final evaluations for submission to Innovations and to prepare a description of the program that can be utilized by other communities across Canada.

O. MARKETING AWARDS APPLICATION

P.O. Box 745, Station 'A'
Hamilton, Ontario L8N 3M8
(416) 529-4483

STUDENT MARKETER OF THE YEAR AWARD

Application Form

PART A: (To be filled in by the student)

Name: _____ Home Address: _____

Telephone: _____ Sex: _____ Age: _____ Grade: _____

1. School Activities/Interests — Nature of Involvement

_____ _____

_____ _____

_____ _____

2. Related Marketing Experience Outside School: _____

_____

3. Future Interest/Plans In Marketing: _____

_____

Signature: _____

PART B: (To be filled in by teacher)

Please indicate your assessment of the candidate on the qualities listed below:

	Outstanding	Excellent	Average	Unable to Judge
Communication	_____	_____	_____	_____
Initiative and Resourcefulness	_____	_____	_____	_____
Co-operation	_____	_____	_____	_____
Dependability	_____	_____	_____	_____
Academic Standing	_____	_____	_____	_____

Other Comments: _____

_____

_____

School: _____ Teacher's Name: _____

Address: _____

_____

MUST BE RETURNED TO IEC OFFICE BY
MARCH 31, 1987

O.1 MARKETING AWARDS EVALUATION WORKSHEET

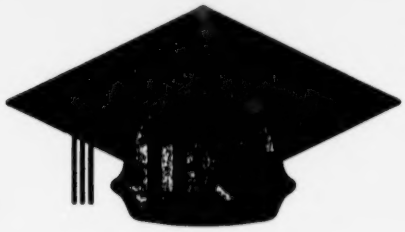
STUDENT MARKETER OF THE YEAR

EVALUATION WORKSHEET

STUDENT: _____ AGE: _____

SCHOOL: _____ SCHOOL YEAR _____

	Maximum Score	Actual Score	Comments
I. Student Involvement in School & Community			
a) Involvement in school marketing related activities (school store, yearbook ads etc.).	20		
b) Academic performance in marketing related subjects.	10		
c) Involvement in other school activities (athletics, clubs, etc.).	10		
d) Involvement in Local Community Activities (part-time jobs, Junior Achievement, etc.)	10		
e) Leadership skills exhibited in the above activities.	10		
	60		
II The Interview			
a) General appearance & manner	10		
b) Poise during interview	10		
c) Ability to communicate	10		
d) General attitude towards surrounding institutions, peers teachers, etc. (positive or negative).	10		
	40		



0.2 TEACHER EVALUATION FORM

INDUSTRY-EDUCATION COUNCIL/HAMILTON-WENTWORTH
P.O. Box 745, Station 'A'
Hamilton, ON L8N 3M8
529-4483

M E M O R A N D U M

TO: All Marketing Teachers (Hamilton-Wentworth Region)

FROM: Bob Philip, Executive Director

DATE: May 11, 1987

RE: STUDENT MARKETING CONFERENCE FEEDBACK

On Tuesday, May 5, 1987 we held our sixth annual Marketing Conference at McMaster University, involving students from the three Hamilton area school boards. Our Advisory Committee is meeting soon to evaluate the event and determine directions for next year.

We now need your comments whether or not you attended. Please take a few moments to answer the following questions, after first discussing this event with your senior marketing students, and return the questionnaire in the enclosed, addressed envelope as quickly as possible.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The conference was worthwhile for our senior marketing students. Any comments? _____					
2. The time of year was satisfactory. Preferred date? _____					
3. The facilities at McMaster were satisfactory. Preferred location? _____					
4. The topics were appropriate. Any comments? _____					

...over

LINKING LEARNING WITH EARNING

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. The conference should be run again next year.					
6. I would be willing to help with the organizing of it.					

Any further suggestions?

TEACHER'S NAME: _____ SCHOOL _____

Please return this form to me by no later than May 25, 1987

Thanks for your help.

O.3 PRESENTER EVALUATION FORM

MARKETING '87

PRESENTERS' QUESTIONNAIRE

To enable the Conference Committee to make future plans, we would appreciate your comments/suggestions.

1. Did your seminar presentation meet your expectations?

   ___Yes ___No (please explain)_____

   _____

2. Did the participants reaction to your presentation meet your expectations?

   ___Yes ___No (please explain)_____

   _____

3. Did you find the time alloted for your presentation:

   ___Adequate ___Inadequate (please explain)_____

   _____

   _____

4. Was the contact/orientation information provided prior to your presentation:

   ___Adequate ___Inadequate (please explain)_____

   _____

   _____

5. What could we have done to improve or facilitate the Conference program from a presenters' point of view?

   _____

   _____

6. Do your have any general comments/suggestions?_____

   _____

   NAME_____ ORGANIZATION_____

P. PROPOSED INDUSTRY-EDUCATION NETWORK GROUP

MISSION STATEMENT:

The mission of the Industry-Education Network Group is to develop and maintain an alliance of organizations which initiate and direct collaborative programs utilizing business, industry, labour, government and community resources to link industry and education for the mutual benefit of students and community at large.

PURPOSE:

The purpose of the Industry-Education Network Group is the establishment of a recognized formal network of organization leaders to promote the development, growth and maintenance of collaborative efforts that will enhance the quality of education and the school-to-work process for youth and adults.

OBJECTIVES:

The objectives of the network group will be to:

- Establish an identity and credibility
- Provide input and direction to national, provincial and regional agencies/organizations which impact upon industry-education collaboration.
- Facilitate the exchange of information and expertise about collaborative programs.
- Expand the network for exchange of expertise and information about joint programs provincially, nationally and internationally.
- Plan and conduct regularly scheduled meetings for organization leaders.
- Facilitate the expansion and coordination of existing local alliances through information sharing.
- Influence political action that will promote and enhance collaboration between all sectors and educational institutions.
- Solicit government funding for a central body to accomplish the above.

BENEFITS:

- Indentity
- Information Sharing
- Identification of Issues and Needs of Member Organizations
- Support Group
- Political Leverage
- Continuity of Effort
- Membership List
- Professional Development
- Synergy

ORGANIZATIONAL STRUCTURE

- Autonomous Group
- Formal Structure
- Sub Committees
- Quarterly Meetings

LOCAL I-E PARTNERSHIP INFORMATION

1. Name of Organization _____
   Contact Person (with title) _____
   Address _____
   _____
   Telephone Number with Area Code _____

2. Purpose/Major Goals _____
   _____
   _____

3. Participating Organizations _____
   _____
   _____

4. Steering Committee (If you have one, please describe composition and functions). _____
   _____
   _____

5. Target Population (Including Geographic Area) _____
   _____
   _____

6. Budget _____
   _____
   _____

7. Source of Funds _____
   _____
   _____

8. Administration/Staff (Volunteer/Paid; Full/Part-Time) _____
   _____
   _____

9. Brief History (Including Source of Start-Up Funds) _____
   _____
   _____

10. Major Activities (Current, Completed and Planned) (If you did a "needs assessment", please describe it.) _____
    _____
    _____

_____
Date Prepared

Return To:

Industry-Education Council (Hamilton-Wentworth)
P.O. Box 745, Station 'A'
Hamilton, Ontario
CANADA L8N 3M8

Honor Award
for promoting
INDUSTRY-EDUCATION
COOPERATION
Thanks to all these organizations, institutions and individuals
who participate in industry-education partnership activities
in their communities.